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ABSTRACT

This document contains selected papers from the 1979 National Forum on Leisure Counseling. The initial paper is designed to guide the efforts of the Forum participants and to facilitate a more efficient use of time and resources by providing an historical review of literature relevant to certain issues in leisure counseling. The next paper provides reviews, overviews, and previews of selected leisure counseling issues, while a third paper on leisure counseling theory and practice considers the different approaches required by different goals. An article on interdisciplinary approaches to leisure counseling discusses the nature of man, the practice of leisure counseling, and the profession of leisure counseling. Professional issues in leisure counseling are addressed in the next paper and the role of recreation and park professionals in the field is explored. The final chapter reflects on and synthesizes input and recommendations from the conference. A selected bibliography is followed by an appendix containing reports of small work groups at the Forum which met to discuss various issues. Group reports are provided on approaches to leisure counseling, training needs, research needs, and the need for ethics in leisure counseling. A list of Forum participants concludes this volume. (NRB)

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FACILITATING LEISURE DEVELOPMENT FOR THE DISABLED:

A STATUS REPORT ON LEISURE COUNSELING

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NATIONAL FORUM ON LEISURE COUNSELING

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TABLE OF CONTENTS

Discussion of Issues in Leisure Counseling 1

Leisure Counseling Issues: 19
Reviews, Overviews, & Previews

Leisure Counseling Theory and Practice: 33
Different Goals Require Different Approaches

Leisure Counseling: Interdisciplinary Approaches 43

Leisure Counseling: A Professional Issue 57

Issues in Leisure Counseling 71

Selected Bibliography 85

Appendix I 99

Appendix II 115

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FOREWARD

Facilitating Leisure Development for the Disabled: A Status Report on Leisure Counseling is a publication of selected papers resulting from National Forum on Leisure Counseling held in 1979 at Oglebay Park, Wheeling, West Virginia.

This meeting which was sponsored in part by a grant from the Bureau of Education for the Handicapped, United States Office of Education, was held in conjunction with the Therapeutic Recreation Management School, a continuing education program of the University of Maryland.

The National Forum on Leisure Counseling is similar in many respects to the Mini-Conference on Leisure Counseling held in connection with the National Recreation and Park Association's 1976 Congress in Boston, Massachusetts. Bringing together a distinguished group of leaders from the emerging field known as leisure counseling, the Forum attempted to take a hard critical look at some of the important issues confronting the scholar, the educator, the researcher and the practitioner. Specific attention was given to such topics as: (1) approaches to leisure counseling; (2) training needs; (3) research needs and (4) ethical concerns.

As you review the materials contained in this publication, you will discover that there are many divergent, and often conflicting opinions held by the recognized leaders. It was because of these conflicting views along with the burgeoning growth of leisure counseling services, that the need for a Forum seemed so propitious. Indeed, some authors have even called for a moratorium on further development of leisure counseling programs and services until some of the theoretical and philosophical issues could be resolved.

The authors and editors of this publication, while not calling for a moratorium on the development of new services, have taken a position that might be regarded as cautious or conservative. Whether one happens to agree or disagree with their position, you will find their views illuminating and their arguments thought-provoking.

William A. Hillman, Jr.
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DISCUSSION OF ISSUES IN LEISURE COUNSELING

DISCUSSION OF ISSUES IN LEISURE COUNSELING

Edward J. Hamilton, Jerry D. Kelley and Fred Humphrey

In recognition of the potential importance of leisure education and/or leisure (recreation) counseling, the Bureau of Education for the Handicapped, Office of Education, awarded a one-year planning grant to the Department of Recreation, University of Maryland, for the purpose of evaluating the need for training in leisure (recreation) counseling and developing a rationale statement upon which a training program could be based.

In an effort to accomplish this task, the National Forum on Leisure Counseling sought to bring together a select group of leaders who have distinguished themselves as scholars, researchers or practitioners in areas related to leisure counseling.

To guide their efforts and to facilitate a more efficient use of time and resources, the following paper was developed as a historical review of literature relevant to a series of predetermined issues and questions. While it was not the intent of the project leaders to restrict the scope of attention, it was hoped that this paper would serve to stimulate a more structured in-depth examination and analysis of the issues.

I. With what types of needs/problems should the leisure counselor be dealing?

A review of the literature on leisure counseling reveals attempts to deal with a wide range of needs and/or problems. The earliest reference to the concept appeared in 1957, with a report on the recreational counseling program at the Kansas City Veterans Administration Hospital (Olson and McCormack, 1957). The program was developed as a result of discharged psychiatric patients' inability to cope with discretionary time, causing a "lapse into solitary ways, which set the stage for reactivation of old pathological patterns of behavior" and reinstitutionalization. Olson and McCormack perceived the patients' inability to cope

with discretionary time as stemming from a lack of social skills, knowledge of community recreation resources and recreation activity skills.

The use of leisure counseling in facilitating the patient's transition to the community was strongly advocated by others dealing with institutional settings (O'Morrow, 1968; Humphrey, 1964). Humphrey referred to leisure counseling as "representing the greatest unmet need of those we propose to serve." While the early discussions of leisure counseling were primarily concerned with the needs of psychiatric patients, its potential for other institutionalized or hospitalized persons, such as the alcoholic (Ryan, 1976), and senior citizens (Stensrud, 1977), was also recognized. In addition, the need for similar services by persons already in the community was identified (Panik and Mobley, 1977; O'Morrow, 1970).

At approximately the same time that Olson and McCormack were reporting on their program, Havighurst and Feigenbaum (1959) were examining the leisure behavior of middle-aged persons (40-70 years) and its relationship to life satisfaction. While not calling for leisure counseling specifically, they seemed to imply that such a service is necessary for many older persons to attain a high degree of satisfaction as they age. Miller (1965) also recognized the value of leisure in the aging process, specifically in providing the retired person with a sense of identity and self-worth. Moreover, Miller acknowledged that the benefits of leisure were not automatic, but that very often the older person requires professional assistance in realizing leisure's benefits.

The development of a leisure counseling service for older persons became a reality with the Milwaukee Avocational Guidance Leisure Counseling Model in the early 1970's (Overs, 1970). This program, however, was not exclusively designed to meet the needs of older persons, but was in response to three "human needs:" (1) to provide appropriate activity for those isolated from the mainstream, (2) to ease the transition from institution to community, and (3) to assist anyone in the mainstream of society seeking to "raise the level of their developmental potential" (Wilson, Mirenda and Rutkowski, 1975). The Milwaukee program, which was modeled after vocational counseling, viewed the

client's needs as identification of recreational activity interests and awareness of available recreation resources. Relatively little emphasis was placed on the client's attitudes and values relevant to leisure.

In constrast, Fain (1973) argued that leisure counseling should be concerned with "the individual and his attitudes rather than specific activities." Fain based his argument on "identified leisure constructs" or motivational needs, which he felt were more basic and consistent than a person's interests.

In still another perspective of the individual's needs and/or problems, Rusalem (1973) has proposed the "Ecological Model," which focuses on the environmental demands on the individual, rather than the individual's deficiencies. Humphrey (1977), as well as others, has applied this approach to leisure counseling. Humphrey has stated that, "Analysis of the individual's functional strengths, the activity, and the ecological demands to which he is to be exposed is an obvious prerequisite to any intrusive efforts."

While leisure counseling has developed and been associated with services to the ill, disabled, and aged, its potential value to all people has also been recognized. Prominent spokesmen within recreation (Brightbill, 1961), as well as other fields (De Grazia, 1962, stressed the importance of developing leisure skills, knowledge and values in order to reach one's full potential. While not referring to leisure counseling specifically, these authors seem to imply that such a service is necessary in today's post-industrial society.

II. Does the term leisure counseling appropriately describe the process in question?

While leisure counseling has been the term most widely used to describe the issue in question, controversy and confusion still exists as to whether it should be called leisure counseling, leisure education, recreation counseling, avocational counseling, a combination of these, or something altogether different. These terms have been used interchangeably by some authors (Hayes, 1977)

while others have used a specific meaning for each (Epperson, 1977). Certainly we do not want to be guilty of "inventing" new and specific terminologies merely to confuse other disciplines and further our self-esteem (Witt, 1977); however, it is important to use terms that will be accepted by present and potential clients, as well as to be consistent with other concepts.

Fain (1973) explained the switch from recreation counseling to leisure counseling as being the result of the limited and negative understanding of the term recreation. Other authors have also recognized the value of utilizing terms that are agreeable to the client or other professionals. Overs, Taylor and Adkins (1977) reported the term "retirement leisure planning" was perceived by clients as a socially acceptable service. Witt (1977), on the other hand, states that "the term leisure education has the advantage of being acceptable in a large variety of settings and is complementary to the word usage in other disciplines."

While leisure counseling and leisure education are often used synonomously, attempts have been made (Morris, 1978) to clearly define and distinguish the various terms, as well as to place them within some type of conceptual framework (Witt, 1977; Peterson, 1977; and Gunn, 1976). For the most part, these attempts have been restricted to the terms leisure counseling and leisure education, and have seen leisure counseling as being one component of leisure education.

III. What types of approaches/techniques should be utilized in leisure counseling?

There have been numerous approaches taken to leisure counseling, each with a different philosophical basis, proposed goals and techniques. At times, the advocates of these approaches would seemingly have us believe that theirs is the only viable approach.

One of the earliest attempts to analyze the various approaches to leisure counseling was reported by Dickason (1972). He identified two major approaches to leisure

counseling; a client-centered approach and a behavioral approach. Dickason described the client-centered approach as having "the individual express and assess his/her interest, evaluate options and alternatives and make self-directed decisions." The behavioral approach was seen as more "directed" by the counselor, who set goals for the client. In addition, Dickason identified group, individual and a combination of group and individual methods which could be used with each approach.

Perhaps the most comprehensive analysis of the approaches used in leisure counseling has been performed by McDowell (1976). He identified four approaches or orientations to leisure counseling; Leisure Related Behavioral Problems, Leisure Lifestyle Awareness, Leisure Resource Guidance and Leisure Skills Development.

The Leisure Skills Development orientation would attempt to assist the client in assessing leisure-related skills, and to identify appropriate skill development mechanisms and opportunities for individual development. The methodologies in the Leisure Resource Guidance orientation "support a need to maintain systematic, structured, counselor-controlled process." The counselor attempts to determine the client's leisure interests and match them with available resources. A number of instruments modeled after those in vocational counseling have been developed within this approach to leisure counseling (Overs and Taylor, 1977).

McDowell describes the primary methodology of the Leisure Lifestyle Awareness orientation as an "educative, re-educative, preventative process." Accordingly, the intent is not to change behavior but to assist the individual in understanding his/her attitudes and values and their relationship to leisure. Values clarification is one technique commonly used in this orientation (Hartlage, 1977).

The fourth orientation, Leisure Related Behavioral Problems, deals with clients who are experiencing some type of difficulty with their discretionary time (i.e., boredom, guilt, anxiety, etc.). The methodologies and

techniqes used in this orientation have for the most part been drawn from established counseling approaches (i.e., assertive training, Rational Emotive Therapy, Gestalt approaches, etc.). Gunn (1977) has further categorized these approaches and explained their application to leisure counseling.

Which approach is the "right" or "best" approach? Neulinger (1977) has stated no approach has established the right to be called the best system. In fact, Neulinger (1977) and many others (Witt, 1977; Gunn, 1977; and Dickason, 1972) have indicated that it would be inappropriate to apply one method to all people in all settings.

IV. Should one particular discipline be providing leisure counseling services or should there be some type of interdisciplinary approach?

It is obvious from the literature that the concept of leisure counseling has been and remains the concern of a number of human service fields. The recreation counseling program at the Kansas City Veterans Administration Hospital was operated with interdisciplinary cooperation among a psychologist, hospital recreator and community recreator. Havinghurst (1959) and Miller (1965), both sociologists, were concerned with counseling the older person for their leisure. Duhl (1965) felt that part of the community psychiatrist's responsibility should be in dealing with a person's leisure. More recently, the areas of rehabilitation counseling and health education, as well as recreation and psychology, have advocated similar concepts.

While it is obvious that a great many disciplines have demonstrated their concern for this process, there has been relatively little direct communication and cooperation among the various disciplines. Hayes (1977), among others, has recognized the need for such cooperation, "so there will be a sharing and cross-fertilization of ideas, knowledge, and competencies . . ." Moreover, Humphrey (1977) states that "an identification of the continuum of

competencies and placement of this continuum within an interdisciplinary framework might clarify our ethical role, identify our unique contribution, and enable us to work far more effectively with ministers, social workers, rehabilitation counselors and other related professionals." With so many disciplines actively interested and in general agreement on the need for interdisciplinary approaches, the more appropriate question would seem to be, "To which disciplines is leisure counseling relevant?"

V. What type(s) of training is needed for a person to be considered a leisure counselor?

The call for appropriate training in leisure counseling has been loud and clear. O'Morrow (1977), Epperson (1977) and Gunn (1977) have all stated that the majority of the present leisure curricula are not adequately preparing students for the role of leisure counselor. While the number of courses being offered on leisure counseling is steadily increasing (Weiner, 1978), it has been pointed out that "one course in leisure counseling is certainly not adequate preparation for a leisure counselor (Hayes, 1977)."

The need for interdisciplinary approaches in leisure counseling training has also been recognized. Fain (1977) has argued that, since the roles of the leisure counselor are "generic to the functions of the recreator" and many of the strategies and techniques originate in counseling, a curriculum in leisure counseling should reflect a balance between the two. O'Morrow (1977) recognized the need for training in both areas, but felt that the counselor should "identify with the park and recreation profession."

Despite the general agreement that more appropriate and interdisciplinary training is necessary, controversy does exist over whether leisure counseling preparation should occur on the undergraduate or graduate level. Fain (1977) has called for competency-based training programs on both the undergraduate and graduate levels. O'Morrow (1977), however, has stated that a leisure counseling program should be presented on the graduate level.

VI. What are the research needs of leisure counseling?

To date, relatively little research has been conducted which is specific to leisure counseling. Much of the research that has been conducted has centered around the development of instrumentation (Fain, 1977; Overs, et al, 1974; and McKechnie, 1974). Moreover, Fain (1977) has stated that "the most valuable contributions which can be made are in the area of instrumentation."

In an attempt to further clarify the research needs of leisure counseling, Witt and Bishop (1977) have identified two broad categories of research need: (1) research dealing with basic relationships between leisure behavior and adjustment and (2) research dealing with the leisure counseling process itself including methods of assessment, counseling, guidance and evaluation. Witt and Bishop contend that the first priority in research should be in understanding the relationship between leisure behavior, adjustment and antecedent variables (i.e., need states, personality, etc.). It is their opinion that only after this knowledge has been obtained can we begin to do counseling.

VII. What are the ethical concerns relevant to leisure counseling?

Although leisure counseling is a relatively new area of professional service, it seems apparent that numerous ethical issues must be considered. A distinction must be made between "professional ethics" and "professional competence." Competence relates to the requisite ability of the individual to deliver services in accordance with established standards. Ethics refers to the moral conduct or behavior in relationship to standards. Ethics are usually expressed in formal codes adopted by a professional organization. The purpose is to protect the client and professional by providing guidance in those areas involving moral judgment.

A third element which must be considered in a discussion of ethics is law. Law goes beyond the questions of standards and competence and relates to rules of conduct which are formally recognized as binding or enforceable by controlling authority.

The above distinctions have not necessarily been followed in the leisure counseling literature in relationship to ethics. The issues are generally approached in terms of those directly affecting the client and those indirectly affecting the client. Those issues directly affecting the client include: preparation for an inadequate leisure service delivery system, values clarification versus indoctrination, and commercialization. The issues indirectly affecting the client include student preparation and professional credentials.

Preparation for an inadequate leisure service system refers to assisting individuals in developing leisure values and leisure skills, while providing a leisure service system which only frustrates their needs and desires. Witt (1977) has stated that "it will be futile to 'enable' individuals if the service delivery system itself does not undergo certain fundamental changes."

A second issue which directly affects the client is the difference between values clarification and indoctrination. McLellan (1977) and Witt (1977) have recognized this danger in using leisure counseling as a "tool of conformity." While it would be impossible for the leisure counselor to enter into a counseling relationship free of his/her own values, it seems imperative that the counselor be acutely aware of those values and their effect on the client.

Commercialization is another ethical issue which has previously been identified. Fain (1977) has referred to commercialization as one of the most critical ethical concerns facing leisure counseling. He felt that to misrepresent leisure counseling as primarily for monetary gain will destroy our (leisure counseling) credibility.

Since leisure counseling is an area with numerous potential ethical considerations, how can the client be protected from those who would ignore or openly exploit

and/or abuse the client's vulnerability? One of the most apparent means of facilitating professional ethics is through appropriate training. The need for such training has been widely recognized. The issue is not whether appropriate training should be provided but if it is sufficient in itself. In an effort to deal with this issue, credentialing has been considered as an approach to providing protection to the client. However, both O'Morrow (1977) and Fain (1977) have pointed out the inappropriateness of suggesting a means of credentialing for leisure counseling personnel at this point in its development.

In light of the previous discussions of issues related to leisure counseling, the following questions seem appropriate for consideration.

Discussion Questions

1. Is there consensus within the park and recreation field concerning the term leisure (recreation) counseling? Is there a difference between the terms leisure counseling, leisure education, recreation counseling, avocational counseling, etc? Should the field attempt to formulate or adopt a single definition, or would such a step be considered premature?

2. Who are the target populations of leisure (recreation counseling? Should leisure counseling be concerned with the leisure needs of all mankind, or should it be delimited to a specific client population? Which populations? Who determines if a person is in need of leisure counseling?

3. Is leisure counseling a process or service? Does a distinction between process and service have significant implications for definition and terminology?

4. Is leisure counseling (service and/or process) an appropriate domain of all human service professions or is it exclusive to recreation and/or therapeutic recreation? What is the primary rationale for limiting or establishing leisure counseling as an exclusive service of any one or more

professional disciplines? What advantages or disadvantages result from interdisciplinary involvement in leisure counseling? What approaches (facilitation techniques) are appropriate to leisure counseling? Should there be any limitations (parameters) established concerning the appropriateness of any given technique?

5. Should the provider of leisure counseling have special training? At what level (preservice, inservice, graduate, undergraduate, etc.)? Should there be professional standards established? What credentialing procedures should be provided, and who should do the credentialing? Should there be a formal organization established to certify competent practitioners and/or monitor standards and professional ethics. What steps (if any) need to be taken to protect the public from incompetence, unethical conduct, exploitation or other potential abuses.

6. What research needs should be given priority? How can research be promoted and/or advanced? Should there be a publication (i.e., newsletter, journal, etc.) focused specifically on dissemination of research, scholarly endeavor, or exemplary facilitation techniques?

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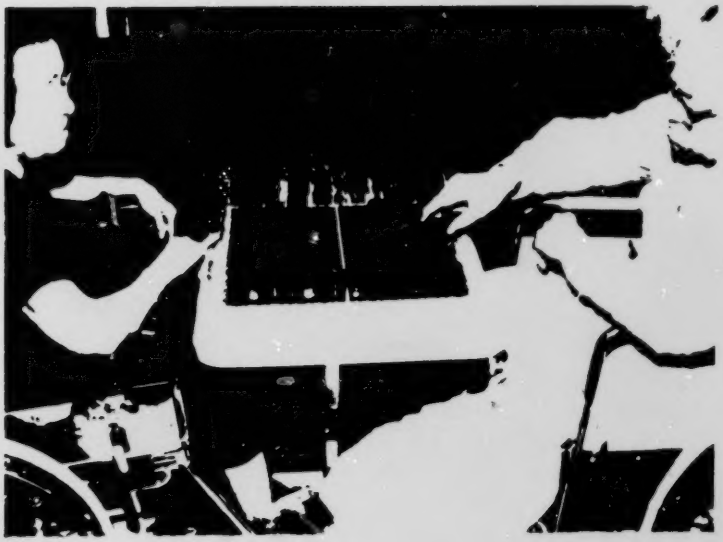
LEISURE COUNSELING ISSUES: REVIEWS, OVERVIEWS, & PREVIEWS



LEISURE COUNSELING ISSUES: REVIEWS, OVERVIEWS, & PREVIEWS

by Chester F. McDowell, Jr.

In addressing the issues of this Leisure Counseling Forum, I have elected to present my insights more through visual, rather than verbal, means. Thus, you will find a great deal of what I have to say conceptualized in figures, while my verbal dialogue is only a means to tie things together.

Before we determine what types of needs and concerns the leisure counselor should be dealing with in respect to people's leisure, we need to start at a more basic level. When we speak of counseling, we are really referring to the types of issues and concerns which people in general bring with them to the counseling session. The professional field of counseling for years has simplified people's concerns to be representative of three general areas or types: concerns about CHOICE, concerns about CHANGE, concerns about CONFUSION REDUCTION. This simplification recognizes the fact that a person is always making decisions based upon informed choices or preferences; or, they are needing to change aspects of themselves in relationship to their daily going-ons; or, they are needing to reduce a great deal of confusion they may have about themselves or others. Figure 1 may help to clarify the above schema.

No matter the specific topic for counseling, whether it is vocation, marital, sex, or even leisure, it is important that the counselor cue in on which area(s) of concern—choice, change, or confusion reduction—the person is presenting. A review of the accompanying schema makes it evident that much of the Leisure Counseling process and helping thrust would be generated toward issues of client choice and change. This becomes especially apparent when we review the four orientations which now characterize the Leisure Counseling field:

I. Leisure-related Behavior Concerns
II. Leisure Lifestyle Awareness Concerns
III. Leisure Resource Guidance Concerns
IV. Leisure-related Skills Development Concerns

Figure 1

3 MAJOR ISSUES OF HELPING PROFESSIONALS

CHOICE (concerned with)

INFORMATION SOURCES—KNOWING/LEARNING what is out there, how to get to it and use it.

PRIORITY AND VALUE OF CHOICES/DECISIONS—KNOWING what to value out there and the ranking of value

KNOWING ALTERNATIVES, CONSEQUENCES AND RISKS OF CHOICES

CHANGE (concerned with)

INTERPERSONAL COMMUNICATION/RELATIONSHIPS

LIFESTYLE DIRECTION AND THRUST

EFFECTIVE COPING SKILLS AND PROBLEM DEALING

UNDERSTANDING ATTITUDES, NEEDS, VALUES, BELIEFS, ETC.

CONFUSION REDUCTION (concerned with)

INTENSIVE PERSONALITY REORGANIZATION

SHORT-TERM CRISIS INTERVENTION

SELF-PRESERVATION and other (health, safety, welfare, etc.)

I strongly believe that these four orientations, which are well documented in the literature on Leisure Counseling, depict not only a means of classifying people's CHOICE and CHANGE concerns about leisure, but also identifying a means whereby a counselor may orient or posture his/her helping relationship with the client. In short, the recognition of these orientations can give the Choice-Change helping relationship an identifiable direction. It can also give focus to the major concerns and needs of people that a Leisure Counseling service may wish to address. This latter aspect is important to understand because, for reasons of staff-client ratios, agency organization and its primary service thrusts, budget, types of people served, or even counselor training and skills levels, the Leisure Counseling service offered may not be able to represent all four orientations.

If we accept the idea that these four orientations represent the broad areas in which people wish to make choices and/or changes about their leisure, then we can identify some specific leisure concerns of people for each orientation. Figure 2 presents a comparison of people for each client concerns depicting according to orientation. A review of this figure is helping to understand that the first matter of business for a counselor is to determine from what directions a client is coming and where he is wishing to go with reference to his leisure concerns. It is only upon such knowledge that a counselor can determine a useful facilitating focus to follow with the client.

Figure 3 depicts and compares necessary counselor facilitating roles and focus for each of the four leisure counseling orientations. Carefully review this figure. The wide array of involvements the counselor may have in relating to client leisure Choice-Change concerns clearly demonstrates, I believe, the complexity of training the counselor needs to actuate the process. It also shows that the more complex the Leisure Counseling service (that is, the combining of various orientations into the Leisure Counseling process), the more complex the helping skills the leisure counselor must possess.

Figure 2
COMPARISON OF TYPICAL CLIENT CONCERNS

Leisure Counseling Orientation	
I BEHAVIORAL	• **Need to develop effective coping skills and solving ability to deal with chronic or excessively expressed leisure-related behavior concerns, such as:** guilt, boredom, obligation, social isolation, unsureness, procrastination, obsessiveness, impatience, nervousness, lack of assertiveness, flightiness, anxiety, low frustration tolerance, unrealistic "ideal" formulation, escape involvements such as chronic TV watching, sleeping, drinking, buying, etc.
II LIFESTYLE AWARENESS	• **Need to understand relationship between leisure and other lifestyle concepts** (vocation, family, education, spirituality, community) • **Need to understand aging and social processes and effects on leisure/lifestyle** • **Need to understand attitudes, beliefs, values and identity perception about leisure style** • **Need to conceptualize and identify with personal leisure/lifestyle needs** • **Need to make lifestyle adjustments based upon perceived felt difficulties** (retirement, career change, object loss, marriage or divorce, etc.)
III RESOURCE GUIDANCE	• **Need to know leisure interests** (past, present, desired) • **Need to know what to do with freetime** • **Need to know where to engage in recreational opportunities** • **Need to know when opportunities are available** • **Need to know cost, equipment, availability** • **Need to know community/personal resources**

IV SKILLS DEVELOPMENT	• **Lack of or need for remediation of skills in:**
	  • **Appropriate social behavior, grooming, assertiveness**
	  • **Activity analysis** (effects of certain types on physical wellness)
	  • **Time management, budgeting, planning**
	  • **Effective use of communication systems and transportation**
	  • **Coordinated motor movement**
	  • **Generally accepted lifetime recreation experiences and concepts and activities**

Figure 3
COMPARISON OF COUNSELOR FACILITATING FOCUS

LEISURE COUNSELING ORIENTATION	
I BEHAVIORAL	• Close, interpersonal, empathic relationship with client • Active role in formulating problem, goal descriptions and problem-solving principles • Clarifying/Restructuring role in communicating with client • Supportive and confrontive • Use of appropriate facilitative methodology
II LIFESTYLE AWARENESS	• Active role in initial individual/group facilitation of subject/topic/discussion • Clarifying role, both supportive and confrontive, in non-evaluative framework • Initiating role in experiential, awareness-raising, and practical self-help leisure learning exercises • Androgynous posture
III RESOUCE GUIDANCE	• Active role in leisure interest exploration • Active role in leisure interest planning • Active role in assessment and dissemination of leisure opportunities in community • Active role in referral processes and inter-agency coordination and follow-up
IV SKILLS DEVELOPMENT	• Active role in identifying key developmental/normalizing concerns of client; assigning priority to concerns; and identifying goal attainment criteria • Active role in establishing effective processes which will provide realistic and normalizing movement toward alleviation of concerns • Supporting/confrontive role in evaluating client's development • Continued awareness of appropriate inclusion of other leisure counseling orientations

ISSUES

1. **Note additive effect of counselor facilitating roles as orientations merge and synergize.**
2. Does counselor facilitating focus = trained skills needed?

It is not enough for the counselor to just identify his/her helping role. The actual counseling process boils down to identifying the best methods, techniques, tools, approaches which can aid the client to deal with his/her own concerns. In short, the counselor needs to have at hand **resources** from which to engage in the Leisure Counseling process. In Figure 4 we see typical resources necessary for each of the four leisure counseling orientations. It should be noted that each orientation appears to have a unique quality about those resources needed to facilitate the process.

It should also be pointed out that the following aspects of Leisure Counseling delivery service and process become apparent once any orientations begin merging:

1) There will be a more varied clientele, with more varied concerns.
2) The counselor will need to have more breadth and competency within his/her facilitating skills.
3) The counselor will need more breadth and a clear understanding of the usefulness of appropriate facilitating resources.

As an addendum to the counseling process I have depicted in the last four figures, it might be helpful to describe the on-going assessment process with which the counselor will be engaged in the counseling relationship. Figure 5 is a useful conceptualization of these Counselor-Client assessment needs according to each Leisure Counseling orientation. Again, notice the variance in needs presented among the orientations.

One might say that the four Leisure Counseling orientations—characterized by those specific client concerns regarding leisure Choice-Change, the role of the counselor, resource needed, and on-going assessment processes—nicely conceptualize both Leisure Counseling service and process. But, if we were to identify in one brief term or concept just what all this is actually going to do for the person and the populus as a whole, what would we use?

Let me suggest that what we are really concerned about is

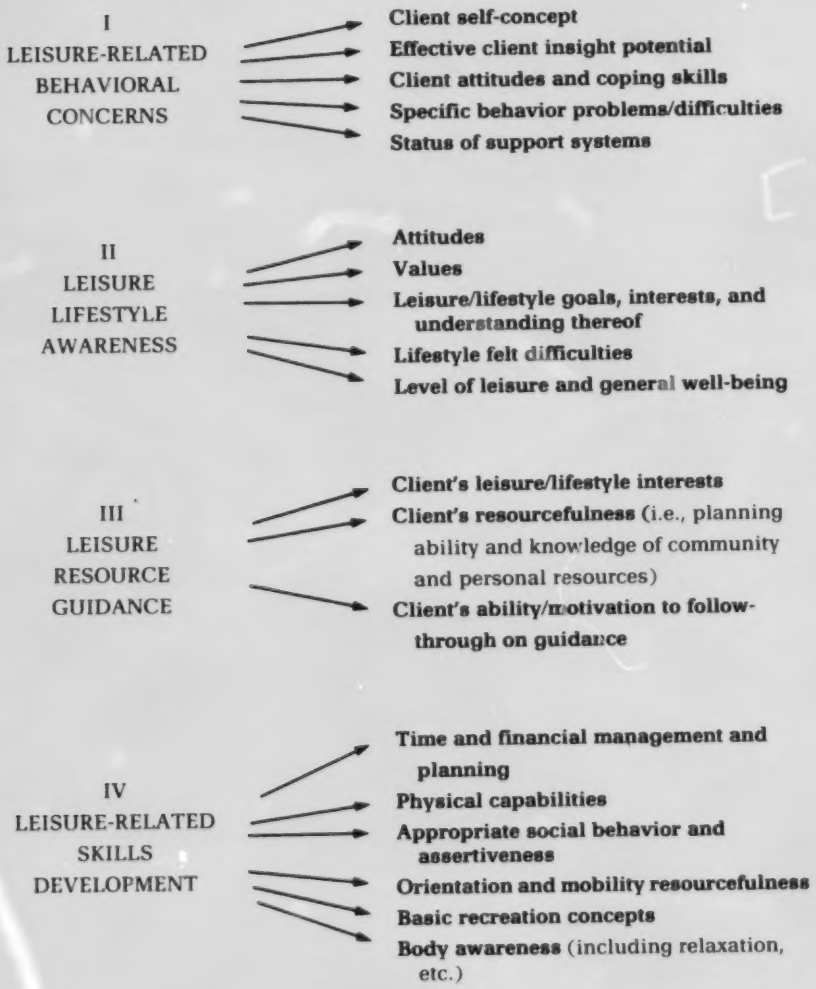
Figure 4
COMPARISON OF COUNSELING RESOURCES NEEDED

LEISURE COUNSELING ORIENTATION	
I BEHAVIORAL	• This is a highly verbal-orientation, and requires well developed listening and helper facilitative skills/techniques. • Counselor access to materials and methodology in other leisure counseling orientations if any integration of orientations is deemed necessary and appropriate.
II LIFESTYLE AWARENESS	• Comprehensive numbers of facilitative "here-and-now" clarification exercises. • Comprehensive numbers of self-help materials, both paper and verbal-thought oriented • Counselor written methodology (purpose, objectives, etc.) for a cohesive number of leisure/lifestyle topic and discussion areas.
III RESOUCE GUIDANCE	• Various types and styles of interest surveys • Interview forms • Referral forms • Leisure interest profile sheets • Community leisure resource file; general leisure activity exploration file and materials; access to leisure resource information
IV SKILLS DEVELOPMENT	• Comprehensive number of leisure-related skills assessment and evaluation methodology • File of or access to effective resources in community which allow appropriate integration of client with opportunities to practice skills • Knowledge of effective processes/activities by which skills can be obtained, rehearsed, etc.

ISSUES

1. Note complexity of service delivery as orientations merge.
2. The more varied the clientele, the more breadth of resouces and staff-trained skills needed (assuming merging of leisure counseling orientations).

Figure 5
COMPARISON OF COUNSELOR-CLIENT ASSESSMENT NEEDS



a person's leisure well-being: that measures of the degree to which they are really experiencing leisure and taking responsibility to include that experience in their lifestyle.

It is when we speak of well-being that we essentially step out of the traditional role of the medical model, i.e., the predominant expenditure of energy toward the identification and treatment of the signs, symptoms, or disabilities exacted by illness. The area, field theory, and research of wellness represent an exciting direction for helping professionals. It is recognized that, unless dead, every person has a level of well-being that, much like a barometer, is susceptible to flunctuations from high to low—this according to the degree of self-responsibility one generates in such areas of well-being as the physical, nutritional, environmental, spiritual, mental-emotional, social, and even self-expressive states.

When the helping professional focuses on a person's well-being, he is really taking a person at any point in his lifestyle, and is giving them the principles and strategies to "take care" of themselves. Thus, through awareness, knowledge, and self-responsibility, a person can be as well as he wants to be in his lifestyle. Obviously, then, we can say that a person with a high state of well-being in the above areas is really demonstrating a positive, healthful handling, or "taking care," of his lifestyle involvements.

Perhaps you can now understand what I mean by a person's level of leisure well-being. Just knowing what a person does for leisure does not adquately tell me anything about his level of leisure well-being. Knowing interests only gives me a quantitative index, just one part of one's leisure well-being. If I can determine more qualitative aspects, I can better understand how they demonstrate effective leisure responsibility and leisure self care.

Frankly, I believe that if we are really looking for a conceptual foundation upon which to build effective Leisure Counseling theory and processes, it is right here in the idea of one's level of leisure well-being and the recognition that, no matter what condition the person is in, there is still some level of leisure well-being, whether it be high and

vibrant, or low and static, from which that person is functioning.

Our task, then, is to identify what are those qualitative measures which comprise a person's level of leisure well-being.

I am excited to say that my last three years' efforts, built upon the previous seven years research and actual counseling experience, have allowed me to identify what I believe to be those essential characteristics of a person's leisure well-being. I have broken these characteristics down into four areas:

- Coping
- Awareness-Understanding
- Knowledge
- Assertion

When we speak of a person's level of leisure well-being then, we are addressing ourselves to the level at which people are taking self-care and responsibility in these four areas. Let's put some meat on the bones of this concept, and now look at Figure 6, which identifies specifically what each of these four aspects of leisure well-being measures.

I hope it is clear now that when we speak of leisure well-being, we are dealing with a holistic nature of the leisure experience. It is not enough just to know one's interests, because that does not tell me enough about his ability to assert responsibility for engaging in those interests or even if the person is aware that his attitudes toward work or achievment have influenced to some degree those involvements . . . and so on, and so on.

I am also proud to offer to the field and cause, what I have identified as the **Leisure Well-Being Inventory:** an educational, awareness-raising, and evaluative instrument which captures the essence or level of one's leisure well-being, as depicted in Figure 6. I would hope that we can rally our collective research and theoretical efforts around such a concept as leisure well-being, or some other concept someone may wish to throw into the arena.

Figure 6
LEISURE WELL-BEING

I. **COPING** with Behavior in Leisure
i.e. boredom
compulsiveness
unsureness
flightiness

II. **AWARENESS-UNDERSTANDING** of the impact of leisure upon one's lifestyle
A. Influence of work, dutifulness, responsibility
B. Ability to Leisure (influence of attitudes related to sex stereotypes, aging, dying, retirement, disability and object loss, the way one was raised, and views toward money, time, health, age, locale, wellness, etc.)
C. Value of Leisure (the understanding of leisure's importance in one's lifestyle, and why one does what they do as leisure)

III. **KNOWLEDGE** of the breadth and balance in . . .
A. Leisure interests/desires
B. Resoucefulness (both personal and community; and one's ability to plan time, money and energies for leisure)
C. Fitness and Wellness (the role and effect of various leisure involvements on total health and well-being)

IV. **Assertion** in making the time and right attitudes for leisure
A. Asserting one's right to leisure
B. Asserting the 7 leisure assertive rights in a guilt-free leisure style
- The Right to Do Nothing
- The Right to Procrastinate
- The Right to Be Uncertain
- The Right to Be Alone
- The Right to Be Playful
- The Right for Self-Expression
- The Right to Be Childlike

from McDowell, *Counseling for Leisure*, to be published by Prentice-Hall, 1980

In summary, I would like to say that the need for a helping service called Leisure Counseling was born when somebody stopped leading people in activities just long enough to listen. What we heard and really saw was that people do have leisure concerns, concerns which affect their level of leisure well-being.

We should face the fact, however, that the leisure profession as yet does not have the necessary skills to solve people's leisure concerns. For that matter, neither do those other helping disciplines who have generated an interest in Leisure Counseling. The reason for this state of affairs, obviously, is that helping people with their leisure concerns, and even educating them about leisure, is so very new to us all. At best I would hope that there is a molding that occurs among those helping disciplines—counseling, psychology, sociology, social work, vocational guidance, education, and leisure-recreation—and that there is a mutual exchange of resources, techniques, knowledge, skills that will allow a core group of professionals to aid and educate people in matters of leisure well-being.

Whether this core group of professionals represents mavericks within their own helping discipline, or unites their efforts under the heading of Leisure Counseling and Guidance and Education, remains to be seen. Let's not lose sight of the idea, inspite of all of the arguments raised about who should do it and with what credentials, that we are witnessing and are a part of the birth and development of a long overdue helping concept. Like a flash of insight, we have come to realize that vibrant levels of leisure well-being, and how people can attain and maintain the self-responsibility for such, are critical components of one's overall well-being and lifestyle.

LEISURE COUNSELING THEORY AND PRACTICE: DIFFERENT GOALS REQUIRE DIFFERENT APPROACHES

LEISURE COUNSELING THEORY AND PRACTICE: DIFFERENT GOALS REQUIRE DIFFERENT APPROACHES

John Neulinger

A theory is a certain way of organizing ideas. It involves abstract concepts, their interrelationships, and links to observable facts or the world of reality. The primary purpose of a theory is understanding or becoming aware of order in the universe. A theory attempts to give meaning to the "pure" aspects of science.

Practice implies the application of scientific knowledge, but is not restricted to scentific knowledge. The purpose of practice is to help the client achieve goals. Theory helps the practitioner integrate knowledge so as to better assist the client in achieving those goals. If it does not facilitate that intent, it is not practical theory.

The goal of the practice of leisure counseling is to help clients improve the quality of their lives in the domain of leisure. Knowledge or cognitive understanding may play a part in this process, but it may be of a different kind than what we have referred to as theoretical knowledge.

There are two kinds of knowing: indirect and direct knowledge; hearing or reading about something and experiencing it. We all know the difference, and we all know that there are not only two ways of obtaining knowledge, but also two kinds of knowledge obtained!

The theoretician may often have only the first kind of knowledge (indirect), although he will strive for the second kind (direct). But the latter one needs translating. However, the very way knowledge comes about, involving feelings and emotions, may include aspects that are not translatable into language. To that degree, the experience may be tremendously useful to the theoretician, but not to the theory.

The client, on the other hand, may benefit immensely by such experiences. He need not translate them into language, but can respond directly as a function of them. In short, the

practitioner may wish to make use of approaches that involve experiential or affective phenomena and quite appropriately so. Conceptual clarity and other such considerations become irrelevant and unimportant for the goal desired which is helping the client. But when the practitioner turns around and starts writing textbooks, he becomes a theoretician. Communication is now one of the major goals and conceptual clarity becomes a fundamental requirement.

The point that I would really like to get across is that for a practitioner dealing with a client, conceptual clarity is not the fundamental issue. Rather the issue is helping the client gain whatever goal he seeks which in the broadest sense is improving the quality of his life. In the client-practitioner interaction, the practitioner may function as an artist and be excellent at what he is doing. However, the minute the practitioner becomes a teacher or textbook writer, he has to demonstrate the ability to communicate with others. Conceptual clarity is imperative to the communication process because direct knowledge is being exchanged.

I have elaborated on the need for conceptual clarity extensively elsewhere (Neulinger, 1974; 1976; in press). I shall merely list here some of the prime areas of confusion.

The overall requirement for a theory of leisure counseling is a conceptual model of leisure. This sounds self-evident but does not seem to be generally recognized.

Inevitably confounded with this issue is the meaning of leisure, or specifically, what it is that we are concerned with. We may not agree on a single definition of leisure, that is not crucial, but we must make it clear what it is we denote when we use the label "leisure."

Another area of confusion is, although by no means as critical, the different types of potential leisure enabling processes. I am suggesting the following categorization, based on the proportion of informational versus motivational components (Neulinger, in press):

a) Leisure resources consulting

b) Leisure education

c) Leisure counseling
d) Leisure therapy

This system has important implications for training requirements and potential future licensing regulations.

I see the two major components in any counseling process as being informational and motivational. There is a saying that 'you can take a horse to water, but you can't make him drink.' The point is I think, as leisure counselors, that we do want to make the horse actually drink, not just take him to the water. The informational component is simply to point out that the water exists and the motivational component is the way in which we get the horse to drink. The continuum that I have presented ranges from the giving of information to the motivation of behavior.

Just providing information probably still involves motivational components. This could be, in the crudest sense, compared to the yellow pages in the phone book, which are very useful. This would be leisure resources consulting and cleary a very important function given the complexity of our society. It involves simply telling a person what's available, when, where, at what time, at what cost, and so on.

Leisure resources consulting certainly is useful and may be a legitimate profession or job. Perhaps, the ideal person for this would be someone who is trained as a librarian with computer skills and experience in setting up a computerized system. I don't think it would be the type of thing that an individual would or ought to do as a private service. Rather, a government agency or a fairly large institution should set up such a system because it's simply too big, and it would be ridiculous for any one town to have more than one such service source. This would be primarily information giving and raising the awareness of options and opportunities. Since I do not make a leisure/work distinction, there would be included in such a system both free time and non-free time opportunities. Since I define leisure as fulfilling oneself, certainly job opportunities fit into this scheme at the same level as free time opportunities. The system would, therefore, pertain to the whole life cycle, the whole life span,

the total person. It would basically be connecting the consumer and the supplier's interests. Certainly the population here would be the general population. Everybody could make use of this kind of system and particularly leisure counselors could make use of such a service in helping their clients.

The next level in this continuum is leisure education. Again, I see it primarily involved in the informational component, but to a larger degree involved in the motivational component. As far as education requirements are concerned, I could see that somebody might enter the job role anywhere from a B.A., as a minimal educational requirement, to a Ph.D., depending on the level at which that person wants to get involved in leisure education. Education certainly involves anything from lecturing in a public forum, classroom to research activities.

The target population again is the general population as such and perhaps certain groups that would require specific education in specific areas. Such groups I could identify as the retired, pre-retired, widowed, divorced, separated, "empty-nest" housewife, the alcoholic, drug abuser, the institutionalized, handicapped, the aged, and so on. Each of these groups may require specific types of leisure education.

With leisure education we are teaching about developments and the changing conditions in post-industrial society, with emphasis on changing attitudes, values and norms, as well as raising the awareness about the implications of these changes for the individual and society.

The next category,, which I call leisure counseling, I see in terms of these artificial proportions as one-third informational and two-thirds motivational. Suggested minimal education levels, which are really arbitrary, would be a M.S., M.A., M.S.W. or an equivalent. I would say the target population here is individuals experiencing leisure lack.

The approaches to leisure counseling are concerned with

raising the awareness of personal needs and removing blocks in those conditions necessary for experiencing leisure, and providing guidance toward increasing the leisure experience with due emphasis on environmental conditions. A related issue is the very distinction between counseling and leisure counseling. What is it, or is there in fact anything that makes leisure counseling unique? I have dealt with this question within the framework of process versus content (Neulinger, 1978, *in press*). I see leisure counseling as tied up intrinsically with issues of content and values, as related to the content of the superego or norms of society. Problems arise when the individual's superego and the changing norms of society are no longer in harmony with each other.

To add to the end of this continuum, I'll suggest the possibility of something like leisure therapy which would be almost totally involved with the motivational end of the process. Suggested minimal education would be a Ph.D. and, perhaps, supervised counseling and training. The target population would be individuals again experiencing leisure lack but to such a degree that it interferes with adequate functioning. I think that in leisure counseling one of the first decisions one would have to make, if a potential client comes to see him, is whether or not this person is really in the right place. I am sure that all of you have run across clients for whom leisure counseling isn't the right approach and you send them off to a therapist. I'm saying not just to any therapist because the therapists and the psychiatrists may be the first ones that might, themselves, need leisure counseling. I think that the leisure therapist who has been trained in the values of leisure as well as therapeutic techniques would be the desirable referral.

Some have suggested that leisure counseling in order to be effective, must be value free. I do not for one minute think that leisure counseling is or should be value free. First of all, no theory is value free. If a counselor would say to me, "I have no values, I just want to clarify your values; you do your thing, and I'm just here to help you clarify your values," I would become tremendously suspicious. The leisure

counselor must have values. There is no leisure counseling without values. Those values are linked, of course, to knowledge of the changes in our societal structure which make certain patterns of behavior and certain moves that prevail in our society outdated and no longer desirable: notions, for instance, that the job is the most important thing in life. For our retired population, such an orientation is outdated and if we as leisure counselors carry that same ideology with us, I don't think we will make very good leisure counselors. I'm sure there are lots of people who would disagree with me on this, but this is my slate of values.

In terms of the approaches of the leisure therapist helping individuals cope with leisure lack, the problem is primarily in the personal history of the individual rather than societal conditioning. Personal problems used to be seen primarily as stemming from impulse conflicts that the individual had (id problems in the Freudian sense). A little later, there was a switch towards problems that relate to the so-called ego, or how to relate to reality. Ego psychologists started to place responsibility on the environment and the social psychiatrists started to take into account the facts of environment. The problems related to leisure counseling really pertain primarily to the superego or the lifestyle that the person has and the degree to which that is in conflict with the norms of society. In other words, if I could see a person who has grown up with "a very healthy superego" and if only society had stood still, everything would have been fine. But the change in society was so rapid in terms of everything, including norms, that even given such a previously healthy superego, it now no longer functions comfortably. If you want to make an analogy to an orchestra, you have an instrument that's tuned, but you are now suddenly playing in a different orchestra and you are out of tune. That interaction between society and the superego are the issues I think the leisure counselor has to address. Also, a leisure counselor must be very much concerned with the whole of society; and that in trying to bring about a solution or a change, that solution very often needs to be sought in the environment. Particularly

in the case of people in institutions, the leisure counselor's role may not be towards the persons but also towards the environment. Again, of course, there is a strong overlap with leisure education; because, in some sense, leisure education will try to bring about changes in society more than in the individual. These are just some of the areas of confusion.

Finally, and equally related to all that was mentioned before, is the use of the phrase "the problem of leisure." Within my particular framework of leisure, there is no such thing as the problem of leisure just as there is no problem of health. There is only the absence of health that is a problem, and similarly, I speak of leisure lack as the problem (Neulinger, 1978; *in press*). Can we identify such a syndrome as the prime problem to be dealt with in leisure counseling? Will this delineation of the syndrome help us develop and improve our theoretical as well as practical approaches? Since I do not have the answers, I shall leave you with the questions!

LEISURE COUNSELING: INTERDISCIPLINARY APPROACHES

LEISURE COUNSELING: INTERDISCIPLINARY APPROACHES

Warren Rule

In discussing the emerging area of leisure counseling, I will attempt to organize my comments around three major areas: first, considerations on the nature of man; second, the practice of leisure counseling; and third, the profession of leisure counseling.

Considerations on the Nature of Man

I agree with McDowell's (1976) observation that we who have an interest in leisure counseling should check out more closely our assumptions regarding the nature of man. After all, if we are in the business of helping individuals to enjoy themselves more, to become self-actualized, or even to change, we ought to have an awareness of our assumptions about this complex creature that we are trying to help. If we have a lack of awareness of our own notions or do not have a workable theoretical framework, then our personal biases operating at a dimly-conscious level can work to our clients' disadvantage. Regardless of the interdisciplinary orientations, our assumptions as to whether man is basically driven by instincts or is shaped by his environment, if he is determined by the past or freely chooses from moment to moment, whether an individual creates his freelings or is possessed by his feelings, and so on, all cannot help but influence how we go about helping others.

The approach that I find most helpful from a broad counseling perspective and particularly from leisure counseling perspective is the Adlerian life style approach. This framework for viewing the nature of man is a well-integrated eclectic approach which seems to fit so well into a leisure counseling framework that I would like to elaborate on it.

This perspective, which emphasizes the "life style" concept, dovetails especially nicely into leisure counseling in view of the increasing emphasis in the leisure literature on a "life style" or stylistic approach to leisure and leisure counseling. In fact, Alfred Adler himself coined the term

"life style" more than fifty years ago. His definition of the concept focused heavily on the core of personality, particularly on the individual's unique "cognitive map." This "life style" concept can be defined as the pattern of dimly-conscious notions or goals that a person uses for interacting with others and for measuring self worth. Adler's ideas, incidentally, are not to be confused with Freud's. These two individuals were diametrically opposed on almost every important issue; in fact, Freud's ideas appear to be diminishing in popularity, whereas Adler's are increasing.

In regard to life style understanding, Adler believed that all behavior, including feelings, is goal-directed. Stated another way, everything we do is a function of our ideas about consequences to be obtained in the future. Adler noticed that people seem to operate from a subjective framework and are not always fully conscious of their goals. He felt that each person has an overriding goal around which all sub-goals are organized in a holistic fashion. This network of goals provides the unique main thrust of movement for the life style that enables each of us to move from a position of dimly-felt inferiority or noncoping to a position of overcoming or coping.

Because each of us wants some form of respect from others or a feeling of relatedness, each person strives toward a subjectively-determined place of significance that is a function of the conclusions drawn from the individual's childhood. These early conclusions, which an individual usually chooses to continue to believe, are largely based on the biased sample of life that he experienced as a child. These early conclusions frequently become dimly-conscious guidelines for moving through life and may be summarized, for counseling use, in phrases such as, "I am a person who should . . . ," "Others are people who ought to . . . "Life is a place that must. . . ." An Adlerian life style questionnaire helps to identify the individual's childhood variables, such as birth order, sibling interaction patterns, parental modeling, and other childhood experiences. This

questionnaire also provides the practitioner with a means for identifying life style goals in present-day functioning. Very importantly, Adlerians believe that the life style, or overriding pattern of goal-directed thinking, is subtly at work in all segments of daily living: In the way a person relates to others, in how he handles his job, in his choice of situations to avoid, in the choice of clothes he wears, in his successes and failures on and off the job, and in how he chooses to use leisure and how he chooses to measure the satisfaction obtained from his leisure.

The application of this approach for leisure counseling appears obvious. This method, which focuses on the past as a means to understand the present, better, emphasizes that responsibility for self goes hand in hand with increased awareness of personal attitudes and goals—thus, the person is not allowed to hide behind the past. By regarding personal behavior as having a purpose and as being in the service of somewhat biased expectations of self, others, and life, an individual becomes increasingly aware of how his life style goals are being met by his approach—or non-approach—to leisure. Consequently, this increased awareness provides the individual with an expanded sense of freedom of choice. The person is then in a better position to flow enjoyably with his own natural currents or, at times, ultimately to benefit by going against the flow.

I personally do not believe that we in leisure counseling can afford to ignore the individual's past, even though currently the accent seems to be mostly on "the now" in leisure counseling. Admittedly, "the now" has to be viewed as ultimately the most important focus, yet looking at past patterns can help us better decide how to handle the present. As Shakespeare said, "What's past is prologue."

Aside from Adler's view of the importance of the past, I would like to discuss how our collective past as humans may possibly have leisure implications for the nature of man. I cannot help but suspect that human beings by nature are task-oriented in their approach to life. Millions of years of conditioning, from cave man times to the present, have

geared our brains to a task approach to life, especially as related to survival. As recently as 100 years ago, the average work week was 72 hours. So it seems that today, after millions of years of conditioning and shaping, we expect our minds to do a mental turn around and to be able to savor the leisure experience. Thus, to facilitate this adjustment, I believe that leisure counselors can make a great contribution by helping individuals shift their focus from a task-oriented view to one of savoring intrinsic rewards.

Along this same vein of savoring intrinsic rewards, another problem may be looming on the horizon for leisure counselors to grapple with. This problem relates to the question of whether there is a limit to how much leisure we as a society can truly savor without becoming overly self-centered or "me" oriented. In other words, can we get too much of a good thing? I was very much struck by a recent TV program on Marin County, California. It was described as the richest county in America with all sorts of opportunities for personal growth, stimulation, and self-enhancement. Some might call it a leisure paradise. Yet, if my memory serves me correctly, Marin County had the nation's highest divorce rate and highest per capita number of psychiatrists. Furthermore, I believe it had one of the highest, if not the highest, alcoholism rate and suicide rate. I am sure that a number of factors are involved there, other than an eternal quest for the ideal life of leisure. Yet, from the perspective of those of us who are interested in leisure counseling, we might want to ponder what may be a powerful existential issue related to this phenomenon. Gertrude Stein expressed the issue well: "We find when we get there, there is no there there."

The Practice of Leisure Counseling

The second area of discussion, the practice of leisure counseling, is the nuts and bolts topic of interest. From an interdisciplinary vantage point, the key word for the practice of leisure counseling appears to be flexibility. I thoroughly agree with McDowell's (1976) position that leisure counseling must be more than matching a person

with an activity. The contributions stemming from increased flexibility should enhance the status of the leisure counseling in treatment settings as well as in the broader community. This increased flexibility could be implemented by both increasing the variety of clients served and by expanding the range of services and techniques offered.

For instance, leisure counseling has much to offer to the emerging area of independent living. From a rehabilitation perspective, the growth in the area of independent living is illustrated by the agency name change in some states from Department of Vocational Rehabilitation to Department of Rehabilitative Services.

Along this line, I would like to see more of a blending between leisure counseling and the self-management strategies that are being developed. These strategies, developed primarily by the cognitively-oriented behavioral counselors, often focus on a self-monitoring and self-reward system that helps an individual change in the desired manner. Other behavioral approaches, such as the Premack Principle, would seem to have application in leisure counseling. The Premack Principle states that any behavior that is preferred or frequently engaged in by a person can be used as a reinforcer for other less preferred or infrequent behavior. Thus, the individual could use a leisure activity as the more preferred activity to be enjoyed only after the less preferred activity, that is, the target area of change, has been completed. Moreover, the pleasantness attached to one's selected leisure setting could take the rough edge off taking risks. Examples of this are the risky feelings related to a person's trial attempts to behave differently in such areas as confidence-building, assertiveness, and other interpersonal difficulties.

In regard to this area of social participation, I agree with Overs' and Taylor's belief (1977) that we should focus on the role of the individual in social groups. As they indicate, the individual who remains an outsider or a fringe member will sometimes have difficulty in reaching the most fulfillment

in pursuit of his interest. Consequently, skill in assertiveness training would be helpful to the leisure counselor's repertoire of techniques.

Related to the issue of social participation, perhaps the leisure counselor would be well-served if he has an awareness of family dynamics. This awareness would be helpful in terms of uncovering family members' mutual interests and of encouraging mutually-shared activity. This focus would also be helpful in regard to understanding a phenomenon that might be called "the see-saw effect" in some families. This process is explained by the increasingly popular family systems approach to understanding family dynamics. The effect manifests itself sometimes in a family when one member gets better or becomes more self-actualized, then, strangely another family member becomes psychologically worse—hence the "see-saw" effect. Another consideration related to family dynamics is what Seashore (1975) refers to as the "paradox of growth." This refers to a situation in which an individual is sometimes trying to risk new ways of being when unknowingly he may be tinkering with the very relationships that gave him the security to risk.

I believe that the whole area of risk-taking should be explored by leisure counselors. After all, one of the major specialties is an attempt to encourage individuals to take the risk of getting involved in activities that ultimately should be quite satisfying. Furthermore, constraints such as procrastination warrant further leisure investigation. I believe that the Rational-Emotive approach, founded by Albert Ellis, has much to offer leisure counselors. It focuses on the inner standards that people use to rate experiences and to relate this rating to self worth. The emphasis is on identifying and changing some of the self-defeating mandates we program ourselves with, such as the "should," "musts," "ought tos," the "how awfuls," and the "how terribles." The reduction of this sort of self-programming can contribute to "freeing up" the individual for greater enjoyment of his leisure pursuits. The Adlerian Life Style

approach also can contribute considerably in this regard.

Another area which would have implications for leisure counseling is the individual's mode of relating to the world. Grinder and Bandler (1976) believe that each of us has a highly valued representational system that is related to the senses. Each of us is likely to select consistently either a visual, auditory, or kinesthetic orientation. This system becomes a part of our method of representing reality and of our method of communication. If the most highly valued system can indeed be identified for the individual, the implications for leisure counseling are obvious.

The process of decision-making itself as it relates to leisure choice would seem to be fertile for further study. A recent article by Johnson (1978) presents a very workable model focusing on the decision-making styles of information-gathering and information analysis. His simple, yet useful, framework would appear to be quite handy for leisure counseling purposes.

As the world of work becomes more and more dehumanized for many people, there is much to be said for investigating the compensatory approach to leisure as discussed by Neulinger (1974). The prospect of helping an individual meet needs or goals that are not met by the job seems exciting from any interdisciplinary vantage point. This approach would appear to be especially helpful for counselors working with the handicapped in a rehabilitation capacity.

I believe that further investigation could be done on the individual's leisure ideal and the forces that maintain it. Having an increased awareness of what it is the person measures himself against in his leisure life would seem very useful. Since modeling is an extremely powerful method of learning, the identification of an individual's leisure role models would seem to be a step towards pinpointing one's leisure ideal. A better understanding of this facet appears especially worthwhile when considering the leisure role models depicted by the media. Unrealistic television programs, cleverly manipulative advertisements

of all sorts, and tantalizing stories about the good life of celebrities, all combine to have some sort of impact on our leisure expectations and perhaps make us feel less adequate if we do not measure up. The principle of modeling an ideal has been put to productive use as a counseling technique by Hosford (1974). As an approach to behavior change, he has clients systematically visualize their ideal selves as they would like to be in a given situation. Imagery, video-taping, and audio-taping can be used as techniques for this, accompanied sometimes by physical and mental relaxation. Hosford has found that this process increases the likelihood that the person will begin behaving like the imagined ideal self. This Self-As-a-Model approach could be helpful in leisure counseling, especially in introducing non-confident clients to new situations or in helping a person achieve a more realistic standard of enjoyment from an activity.

Closely related to this area, I hope there will be a continued emphasis on techniques for assessing outcome. This form of evaluation is important, I think, for both follow-up of client satisfaction and for justifying the profession of leisure counseling. In addition, there is also the need for continuing to develop methods for clients to assess themselves. Methods for ongoing self assessment of satisfaction would enhance the success of leisure counseling. Moreover, the concept of self assessment should by no means be limited to clients. The more awareness that the leisure counselor has of his own values, both leisure and non-leisure related, the less likelihood there is of the counselor projecting himself and his interests onto the client.

I would like to see a continuation of the bridges between leisure counseling and the general counseling approaches. An example of this is Gunn's (1977) discussion of leisure counseling uses of the Gestalt and Transactional analysis approaches. Furthermore, encouragment should be given to innovative explorations which relate leisure counseling to productive avenues of understanding such as hypnosis and

dreams. The relationship between leisure satisfaction and biorhythms could be further explored. Also the quality of relaxation during various leisure states by the use of biofeedback could be investigated. Using biofeedback in conjunction with leisure counseling might serve as a means to tailor satisfying leisure experiences to the individual. Also the exactness of biofeedback might serve the purpose of beginning to answer some of the charges of the critics of leisure counseling who claim that the discipline is not truly scientifically approachable. Possibly the day is not far around the corner when we will have truly comprehensive leisure learning centers, complete with leisure evaluation samples and hundreds of video-tapes of leisure experiences to be used for vicarious evaluation. Perhaps compact leisure evaluation centers can be housed within Winnebagos and driven from town to town!

Insofar as evaluation itself is concerned, understanding of the person can be approached from two basic perspectives: nomothetic understanding and idiographic understanding. In seeking nomothetic formulations, the practitioner is interested in laws of general validity among a selected group, and then he attempts to apply the general laws to the individual. In seeking idiographic formulations, the practitioner seeks laws that are particular to the individual case. I believe that humans are a composite of both general and individual laws and that leisure counselors should continue refining their understanding from both angles. Sophisticated statistical techniques and instruments provide us with information of a general nature and approaches such as empathic responding and the Adlerian lifestyle provide us with information about laws or guidelines that are unique to the individual. The general and the unique help to round out each other. Regardless of the type of information or understanding we bring to bear in attempting to help the individual, I hope that we will not lose sight of his freedom to choose what is best for him. Since this sense of freedom is inherent in defining true leisure, it would be grossly inconsistent to abuse the

client's right to freedom in the counseling session. As our regression equations account for more variance and as our leisure instruments obtain much-needed predictive validity and varied norm groups, the temptation will be great to lose respect for the unknowns and for the basic creativity of the individual. If, in our eagerness to "do the client some good" quickly and efficiently by such mechanical methods alone, we can properly call ourselves "leisure coordinators" rather than "leisure counselors".

The Profession of Leisure Counseling

In regard to the third area, the profession of leisure counseling, my hope is that as this body of knowledge grows, as more applied research is done, and as more people actually do leisure counseling, then the more the profession will solidify itself.

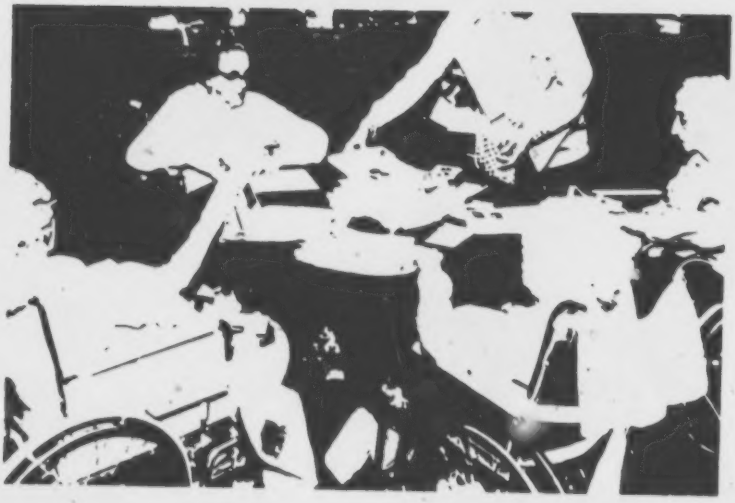
Insofar as regulation or certification is concerned, my beliefs are mixed. At times I believe there should be some sort of interdisciplinary body of professionals who is responsible for determining certification and even licensure. This would tend to minimize the fast-buck operators who would tarnish the image of leisure counseling as a profession. However, even here, I would prefer that there be options, i.e., a "back door" approach to obtaining certification or licensure. This may be accomplished by a comprehensive examination which, if passed, would grant certification to persons who have minimal academic experience. I guess part of what I am saying is that I have never been impressed with academic degrees per se. In the counseling field I have encountered individuals whose helping skills would turn most Ph.D.'s green with envy, yet these individuals have never spent the first minute enrolled in the "proper" academic program.

Another dimension that perhaps needs to be considered is the "holding pattern" that regulation, accreditation, or licensing imposes on the development of a profession. The accrediting process freezes the profession in a past image. For this to happen to an emerging discipline such as leisure

counseling would be most unfortunate; yet, paradoxically, perhaps a temporary freezing process of the current state of leisure counseling would solidify an identity. The age-old question remains of how to insure competence while not rigidly stifling creativity at the same time.

All in all, from the interdisciplinary perspectives of leisure counseling and of helping professionals in general, I would prefer that all helping professionals, whether practitioner in the field or teacher in academe, view themselves primarily as educators who secondarily happen to have different sub-specialties. Basically all helping professionals are in the enterprise of education, which can be broadly defined as helping others to learn different ways of thinking, feeling, or behaving. I hope those of us who have an interest in leisure counseling can keep our eyes on both this spirit of education in general and on leisure counseling in particular.

LEISURE COUNSELING: A PROFESSIONAL ISSUE



LEISURE COUNSELING: A PROFESSIONAL ISSUE

B.H. Douglas Sessoms

The issue of leisure counseling—its nature and potential—is not a new one. It has been with us since at least the mid 1950's when it was mentioned as a professional concern of the hospital recreators attending the Third Regional Institute on Hospital Recreation. The question posed was to what extent should they attempt to counsel patients at the time of discharge? There was no problem with the need to discuss leisure resources in the community or alert the patient to those resources; that was understood to be a part of the referral process. But should they do more? Some felt it was necessary to talk with patients about their leisure behaviors and "advise" them as to how they might have more meaningful and therapeutic interests. Others were skeptical of this, viewing it as an encroachment on the role of the psychiatrist.

Although most recreators then, as they do now, considered it their professional responsibility to influence or direct recreation behavior, the question was, and is, one of degree. To what extent should recreators advise, influence, and/or shape the behaviors and attitudes of those they serve in a direct conscious effort? To influence and shape behaviors when it is a by-product of our other professional responsibilities seems legitimate; but when it becomes a central concern, then the issues of mandate, role and legality become paramount. The influencing function ceases to be one of information dissemination, as was the case with referrals, and becomes one of counseling.

Leisure counseling, like all counseling, is goal-oriented in an area where there is a wide range or level of goal aspiration. Chet McDowell and others have accurately described the continuum of counseling services, the range of goals, and the various models of leisure counseling currently in operation. Common to all is the conscious effort of the professional to respond to and influence the client so that the goal of the client and/or counselor may be attained.

Professionally, leisure counseling is a hot issue. It is in

vogue for recreators to speak in terms of leisure education and leisure counseling as emerging roles. Students like the notion of being counselors, for it conjures up an image of influencing or manipulating others. It appeals to one's sense of power and dominance; it places the professional in a power role with the client subordinate to his/her skills and strategies. It is a mind game, and our generation likes to play those games. Whether it is a legitimate role for park and recreation professionals to assume is another matter.

Do not be mistaken. I do not wish to imply by my previous comments that recreation and park professionals should not be looking at leisure counseling as a professional issue or that all who counsel do so because of their power needs. We do, however, need to recognize that not all who are interested in the process are motivated by professional concerns. Some are motivated by their own interest to be "important." The routines of program development and facility management do not hold their interst. These are not very exciting roles. For the more mature, leisure counseling is a concern because there are people who have problems with their leisure. In fact, the very presence of non-work time and the interest of the public in using that time for its pleasure has given rise to our profession. The inability of some to use that time meaningfully—however one wishes to define meaningfully—and/or the misuse of freedom may be the reason for our continued existence as a profession.

Interestingly, recreation is one of the few social service fields that have emerged without being against some social ill. Possibly that is why we have not gone very far as a profession. Medicine is against ill health; education against ignorance; law against injustice; social work against poverty; and so on. But what is recreation against—boredom and inactivity? Can we really get people excited over our being against boredom and inactivity? We have tried to justify our existence by saying recreation aids rehabilitation and prevents social ills, but we really do not have a great deal of data to support our claim. Perhaps that is why some professionals are concerned about leisure

counseling; they do see boredom as something we can be against and with which we can effectively deal but in an established, clinically accepted mode rather than through fun-oriented programs and activity. This is especially so when we see adults rather than children as our major constituency.Counseling is an adult-oriented process—leisure education is for all.

There are many reasons why leisure counseling has become a professional issue. One is our need for a reason for being. A second is the increasing number of individuals who want to play "mind games." This is the touchie-feelie generation, the era in which those working with the affective domain dominate, the psychiatrists, sensitivity trainers, occultists, counselors, etc. There are numerous explanations for this phenomenon, this concern for acceptance and good feeling. The influence of T.V., the decline of personal discipline, the impersonality of bureaucracies—all have been publicly indicted. Regardless of the cause, however, the reality is that this is a generation concerned with feelings, its feelings.

It is also a generation abundant with recreation opportunity and somewhat freed from the guilt of enjoying itself. It is a generation in which the elderly and the adults are more likely than ever before to seek recreation services, even advice and counsel. As such they will influence the role of recreation professionals; they will require us to meet their needs rather than only those of their children. Their demand for information, consultation, technical assistance, and counseling will increase. It is good that we now address ourselves professionally to the issue of counseling as a legitimate role of the recreation/park profession.

Basic to our assumption or implementation of the counselor role is the resolving of three basic questions. Do we have the instrumentation necessary to assess one's recreation interests, potential, and optimum leisure behavior? Have we conceptually and operationally defined the ideal leisure state? Does the public expect and mandate

recreation and park professionals to be counselors? These three questions are not offered in terms of a priority of resolution, but if they were the issue of the optimum state would be the first one with which we need to deal.

What is the ideal leisure state? If counseling is truly goal-oriented, then the goal of the leisure counselor would be to move the client to the ideal leisure state. If asked to state the objective of leisure counseling, most counselors would probably say "to assist the client to reach his leisure potential." But how do we know when one has reached that potential? We are not satisfied to be told one is doing what he prefers when our assessment of that individual suggests they are under-involved or not reaching their potential. We attribute their comment to their inability to determine what is in their best interests; after all, as professionals, we should know the leisure state when we see it. I am still looking for the ideal state, the model to which we would all subscribe.

There are many among us who would suggest the ideal state is to be physically active, to be productive in one's leisure. I tremble when I hear these comments; they smack of the work ethic which holds physical productivity to be the highest state of existence. They also suggest an activity orientation which may be motivated out of one's need to avoid dealing with leisure as a state of reflection and introspection. To suggest that the ideal state is one in which there is a balance of work and recreation is to deny an integrated and holistic approach to life. Such an approach continues the fragmentation into two domains of activity based upon a value system couched in the 18th and 19th century notions of the Protestant ethic. Why should we accept that value system as the ideal? We can accept its present influences and past contributions, but is that the model, the ethic we want to perpetuate? To me that is the antithesis of the leisure state, for it stresses the compulsive use of time. On the other hand we have difficulty knowing when one is at leisure when he's contemplative. Is it because he prefers contemplation or is he simply apathetic,

having been conditioned to accept passivity and dependency, looking outward for stimulation and direction?

Although a difficult task, it is not impossible for us to identify the leisure state or at least develop some leisure-state models. I have faith in our ability to conceptualize the mature man, those individuals whose behavior reflects self-actualization and self-realization. Once we agree upon who they are, then we can get on with the task of determining how they got that way, of determining what forces, processes, and experiences assisted them in achieving that level of understanding and freedom essential to "being at leisure."

The second research task facing us is similar to the first in that it requires the development of instruments to measure recreation interests, need and potential. Granted we have done some things along this line. There are leisure inventories and leisure interest schedules, but we have done very little with the validation of these instruments. Our research literature reveals few studies of this type. Our failure along this line is not because of our inability to get technical assistance in the development of these instruments. Our fault is in our theory, in the operationalism of our concepts. We have borrowed from the sociology of occupation and the psychometric-oriented psychologists in building our schedules, but we have not established their validity. We have adapted from the vocational preference tests structures and procedures to get at leisure preferences. We recognize the importance of assessment. We must now determine if they measure what we purport them to measure.

Parallel to the problem of assessment is the process or counseling methods used, the methodologies by which we move people from their present state to the ideal. There are many models developed in vocational education, psychiatry, vocational rehabilitation, and school psychology in guidance and counseling which we have modified to fit our needs. But are these models unique to our

process and goals? We have encouraged our students to elect courses from these professions and disciplines to develop their competencies in the counseling process. We are even now developing our own courses in counseling, but have we stopped to measure the effectiveness of these models? The question of validation bothers me. These may be reliable procedures and assessment schedules, but are they valid? Do they really result in the movement of the client toward an ideal leisure state?

As stated previously, there is very little in our research literature which suggests we have attempted the validation of our processes and instruments. At present, we seem to use these instruments and schedules as a basis for discussion, rather than for assessment. They are pawns to get the client to move in the direction of personal evaluation of his interests and behavior. They are more process and procedure oriented than measurement oriented. Possibly our lack of experience in test making, in the methodologies of psychometrics are at fault. Regardless of the cause, the problem exists. We will not establish a high degree of legitimacy as counselors until we have dealt with the problem of our assessment base and the validation of our procedures.

To some extent the issues of theory and methodology are internal, professionally directed. The issue of mandate is outwardly directed, having both legal and social consequences. Does the public expect park and recreation professionals to provide leisure counseling? That is the question. Would they continue to support us if that became a major focus of our service? The answer to this question lies in our historical origin, the laws which give the recreation/park service its legitimacy, and the profession's own view of itself and its responsibility. At present, the public has not mandated parks and recreation to be leisure counselors. It sees us primarily as providers of facilities and organizers of activity. Occasionally, it allows us to encroach upon the educational and social service system to offer services to special populations, particularly the

mentally retarded, physically disabled, and elderly. The latter groups are considered "harmless" to society, to have an abundance of free time and, therefore, to need someone to provide a diversionary activity for them. They do not see our role in dealing with these groups as therapeutic although they admit recreation has some social value.

The problem of mandate is a serious one. The magnitude of the problem has intensified in the past ten years. Our "cool" economy, our move toward political and social conservatism, and our desire to have more personal control of our lives with less bureaucracy and governmental interference, have added to the issue. Consequently the social and human service professions are quietly drawing their boundary lines, becoming more entrenched in their traditional roles, as they experience a decline in financial and public support. Even the viability of our traditional roles in parks and recreation is questionable; the acceptance of new roles such as leisure education and leisure counseling is highly suspect.

There is one area in which leisure counseling has had some acceptibility and that is in the area of recreation therapy. In fact, leisure counseling emerged from those recreation programs and professionals serving the emotionally ill. It is in that milieu that counseling is viewed as a legitimate process, an expectation of those who "play the mind game." Although leisure counseling has not been totally embraced by all those who work in institutional settings, most clinicians and recreation therapists see it as a legitimate tool and/or role. One should remember, however, that those recreation professionals working with the emotionally ill constitute a very small segment of the recreation/park movement and that the financial support of the public to support these programs is miniscule. The public really does not concern itself with the professional interests of the park and recreation professionals in this setting as long as there are no serious crises such as law suits resulting from malpractice precipitated by our behavior.

The lack of a public mandate for leisure counseling as a role and responsibility to the park and recreation profession should not be taken as its opposition to our professional interests. In fact, through our publicizing of the need and importance of leisure counseling, the public may respond positively to this resource. There seems to be some evidence of the interest of middle-class people, particularly, in having the recreation/park profession assume some new roles, including leisure counseling, when serving it. For years, middle class and upper income citizens have felt that public recreation was primarily for children and the less fortunate. It was willing to support local recreation agencies as long as they occasionally provided programs and facilities for them. This was most frequently done through services to their children, the provision and maintenance of athletic facilities, and the management of parks and museums. Increasingly, the middle and upper income groups have gravitated toward private recreation associations and clubs, many of which are tied to condominium and sub-division real estate developments. With the growth of these facilities, middle class support of public recreation has somewhat diminished. If we are to regain that support, we must serve them directly; but since they no longer use our traditional services, new approaches must be developed. The development of leisure informational systems, the offering of leisure education and activity instruction, the provision of technical assistance support for their private recreation associations, and the creation of leisure counseling services may be the exact activities we need.

In this context, there is some evidence of the public's acceptance of leisure counseling as a desirable, if not mandated, service. Several in our profession have established reputations as leisure counselors and are currently providing their services on a fee basis. They are not employed by an agency or institution but function as independent entrepreneurs; they are viewed as business professionals providing the public a service for a fee. Their

clients may be agencies or individuals depending upon the marketing of their image and service. They may be writing the script for recreation's future, a fee for services profession.

Some years ago Neil Cheek wrote an interesting essay on professionalization. It was published in Abrahamson's book *The Professional in the Organization*. Cheek contended that the professional was one whose professional role involved confidentiality with the client, no transfer of knowledge and techniques from the professional to the client, and no countermanding of the professional's judgment by someone at a higher level in the organization. The professional experiences a degree of autonomy and is a peer with all others in the profession regardless of job title. In Cheek's model, it is difficult to conceive recreation as a profession as long as it has a bureaucratic structure where levels of authority exist and individuals at those levels have the power to countermand actions and judgments. If Cheek's observations are valid, then the development of leisure counseling as a professional role in parks and recreation suggests those who are involved in leisure counseling as their primary responsibility, with client confidentiality, et cetera, will be the "true professionals." Already those entrepreneurs, those providing their clients with the services desired in the manner the professional judges to be consistent with his training and judgment, have achieved that autonomy.

The presence of leisure counseling and professional leisure counselors can only add to the issue of professionalism. It forces us to look at who the professionals are and on what basis an occupation achieves profession status. It also challenges us to look at the training of professionals and the role of the professional in a service organization. Do all of those working in a recreation/park agency need to be members of the profession? Which are the professional roles, and which are roles to be performed by other professionals or technicians?

The question of roles is an intriguing one. If leisure

counseling is viewed as a single role set, then the training, accrediting, and legitimizing of that function will be quite different from our approach to leisure counseling as one of several roles performed within a general role set of the professional. Simply stated, is leisure counseling a profession within its own right or is it a job function, a set of tasks performed by most recreation professionals regardless of title? Fortunately, there is an intermediate position between these two, one to which I hope we will subscribe; it would hold leisure counseling as a specialty within the park/recreation profession not as a profession of its own right. If that position is accepted, then in order for one to become a leisure counselor, he/she must first be educated as a recreation professional. Leisure counseling would require the layering of specialized education and training on the general preparation given all recreators.

The recreation/park profession is not plowing new ground in dealing with this issue. When a field becomes diverse in interest and responsive to the dynamics of society as has ours, specialization occurs. To guide us in dealing with this, the profession needs only to look to those who have had more experience in these matters. Medicine is a good model, particularly if we view the role of the professional as does Cheek. If we want to stay with the conventional model of professionalization, then public education offers us a structure and scenario.

Regardless of the direction we travel in leisure counseling, the basic problems of theory, methodology and mandate must still be resolved. Without some resolution of them, we are only playing mind games, using cosmetic words to enhance our status and, in the end, only deluding ourselves. The success some individuals have had as leisure counselors does not necessarily add credibility to the process or legitimize it as a professional role. These successes may serve only to increase our fantasies about ourselves as professionals, promote feelings of paranoia when others fail to recognize or call upon us for services, and further weaken the total image of parks and recreation

as an academic discipline. The future of leisure counseling, and possibly the future of the parks and recreation profession, is dependent upon our acknowledgement and resolution of these issues. I hope we are equal to the challenge.

ISSUES IN LEISURE COUNSELING

ISSUES IN LEISURE COUNSELING

by Jerry D. Kelley, Edward J. Hamilton and Fred Humphrey

After engaging in deliberations with a distinguished group of scholars, educators, researchers and practitioners from several leisure and behavioral science fields during the National Forum on Leisure Counseling at Oglebay Park, West Virginia, and after studying the documents and written reports generated at that meeting, it has been difficult to single out any one topic or area of discussion upon which total agreement was reached. If, indeed, agreement was reached on anything it was that the Forum was a stimulating and intellectually fruitful exchange of ideas and that such encounters should be encouraged in the future. In this chapter, we shall attempt to reflect on and synthesize some of the input and recommendations coming from this conference. It should be noted without apologies, however, that the authors' comments frequently extend beyond the boundaries imposed by the written documents contained in this book.

Defining Leisure Counseling

Young children very often ask the simplest questions, and in so doing focus attention on the very crux of a complex problem or situation. Similarly, with the question "What is leisure?" or what is meant by the phrases "leisure well-being" or "ideal leisure-state" the relatively young and fledging field of practice known as leisure counseling seems to be addressing the most poignant and precipitous questions confronting the recreation and leisure professions. For it is in the effort to define leisure counseling that we are constantly reminded of our inability to reach consensus on a definition of leisure and/or recreation.

For some educators and practitioners, we say too little if we define leisure as an "activity" or as "discretionary time," for others we say too much or are accused of entering into a metaphysical realm if we define it as a "state of mind." What

then is leisure? It is not the purpose of this paper to attempt an answer to this complex question, but to discuss the implications for leisure counseling.

There are many who would point to the field's inability to objectively define leisure as a sign of immaturity and perhaps unworthiness. If so, the same could be said for many other fields concerned with modifying, enhancing, or changing human behavior. Actually, the lack of a functional definition often seems only a problem or concern for those who are attempting to establish the field of leisure studies as a scientific discipline—a discipline with theoretical foundations rooted in empirical research. For others more concerned with the promotion of a leisure or recreation profession, they seem satisfied with building the structures for a "leisure delivery system" without always being able to define, defend or articulate the purpose(s) or goals(s) in precise language. They often argue, pragmatically, that it really doesn't matter all that much how you define it as long as most people seem to know what you mean when you use the words.

Nevertheless, it seems highly significant that during the National Forum each of the speakers, as well as the discussion groups, emphasized the urgent need for defining leisure and the "ideal leisure-state." There were numerous reasons expressed for why emphasis must be placed on developing a sound functional definition. Sessoms articulated one of the primary reasons when he stated that "determining the ideal leisure state should be the first issue with which we must deal, based on the fact that the (generally agreed upon) goal of the leisure counselor would be to move the client to the ideal leisure state." In other words, what is the behavior or sequence of behaviors to which we are attempting to move the individual and how can we expect to move the person anywhere until we know the destination? Also, how will we know when we get there?

Another reason for the need for an objective definition of leisure is to remove some of the confusion which currently exists in the communication between researchers and prac-

titioners. How can a discipline or a profession be advanced if key conceptual terms are left open for each person to determine their own subjective meaning? Neulinger argues that it is not essential that a single definition be adopted or endorsed, but that each person's meaning of leisure be made clear and explicit in all communications. Without this clarity, he argues, it seems doubtful that leisure service fields can continue to develop.

A third need for a clear, concise definition of leisure may be raised in the context of the growing demand for accountability. In its report to the Forum, the discussion group concerned with identifying research needs, wrote: "We professionals who purport to be committed to the concept of human service delivery, must begin to more systematically investigate the ultimate effect/outcomes of our services/processes on consumers." How can this be possible without being able to define the outcomes in specific measurable terms? Similarly, Sessoms commenting on the development of assessment instruments, stated that "there is very little in our research literature which suggests that we have attempted the validation of our processes and instruments. At present, we seem to use these instruments and schedules as a basis for discussion rather than assessment. . . . We will not establish a high degree of legitimacy as counselors until we have dealt with the problem of our assessment base and the validation of our procedures." Again, the question was asked: How can we measure the degree to which a person is progressing toward the "ideal leisure-state" until the consumer and the counselor can mutually agree upon what that state is?

Why is it so difficult to define leisure? One possible explanation is that leisure does not really exist as a measurable behavior. It may be a "condition of being" which exists only to the extent that the individual subjectively acknowledges its existence. In this sense, it is perhaps akin to the classical Greek notion which likens it to "contemplation," or it may be similar to the Buddhist concept of nirvana; or, using the language of Maslow, it may be the expression

of self-actualization. Whatever leisure is, it has become clear that we are not dealing with one variable, but a multiplicity of variables. The challenge for the future will be to formulate a model or an "ideal construct" which can help to bring a measure of clarity and objectivity to this study.

What seems to be needed is the development of one or more macro-theories which can begin to suggest a conceptual map that might provide theoretical pathways through the maze of variables. As the pathways to more systematic inquiry is suggested by the mapping strategy, applied research efforts must be promoted and supported. It is clear that the fields of leisure and recreation are in their infancy as emerging scientific disciplines. It is equally clear, however, that considerable progress has been made in some aspects of professionalization of leisure counseling as an occupational field.

Should there be a moratorium on further development of leisure counseling as a professional field while efforts are undertaken to provide answers to the complex philosophical and theoretical questions which confront the practitioner? Or perhaps a more realistic question might be: Would it be possible and desirable to impose a moratorium? The answer to this question should be obvious.

Toward a Conceptual Model

In an effort to understand some of the various theoretical orientations concerning leisure counseling, the project staff struggled with the formulation of a model or construct which might be used as a standard for comparing and contrasting the opinions of some of the more recognized contemporary authors in the field. Additionally, it was the desire to formulate a construct which would allow for comparisons regarding several variables which seem to be crucial in understanding the current leisure counseling literature. It was hoped that success with this task might result in a conceptual map, a map that would allow for placing in perspective the many interrelated variables.

The major component which is presented in the model

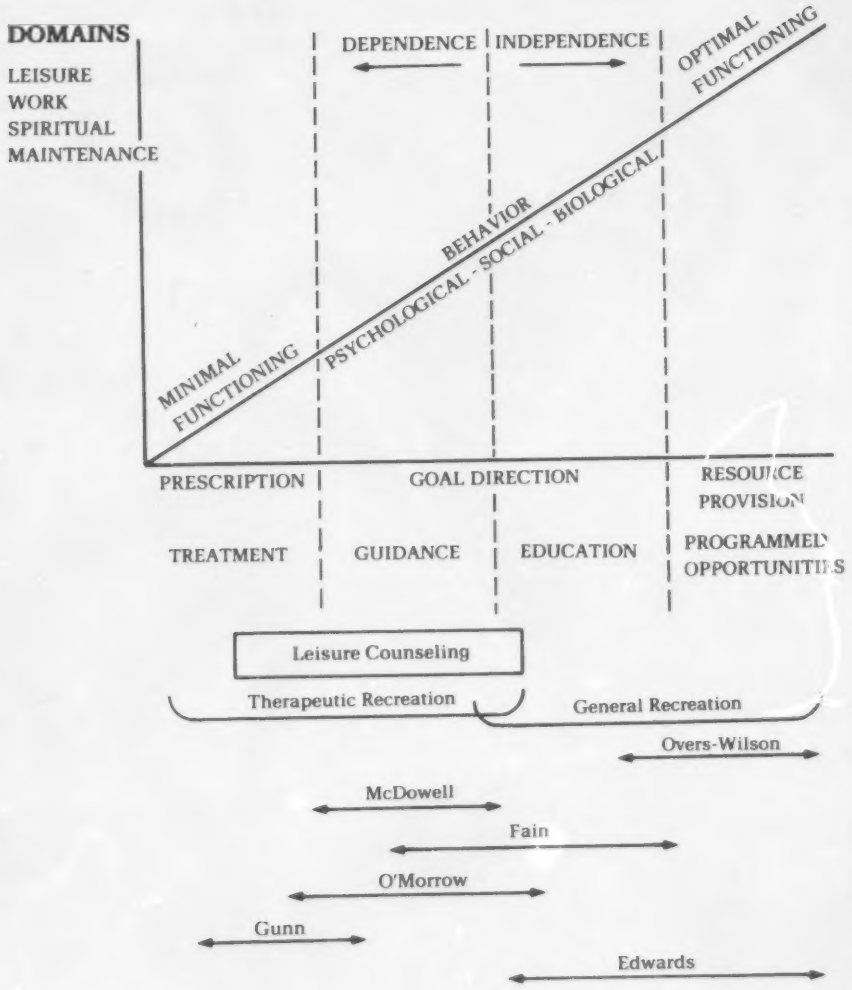
(see Figure 1) is concerned with the goal or purpose of leisure counseling. As discussed earlier, there are many references in the literature to the "ideal leisure-state" or "ideal leisure lifestyle" as being the ultimate goal or purpose of leisure counseling. Neulinger, on the other hand, talks about a "leisure lack" as being the other end of a presumed continuum of leisure functioning. However, since neither of these constructs has been operationally defined in a behavioral context, they lack practical utility for analyzing the state of the art.

Also, some question must be raised as to whether or not some "ideal leisure state," presuming that it could be operationally defined, is indeed the ultimate goal and purpose of recreation and/or leisure counseling. To adopt such a position might tend to restrict the counselor to a unidimentional focus, thus ignoring the interrelatedness of other equally important areas of functioning such as work, spiritual activity and life maintenance. Therefore, it was decided that the important element of the model which relates to the purpose and goals of leisure counseling should be a continuum of individual functioning between "optimal individual functioning" and "minimal individual functioning." The authors acknowledge that this concept may be (for some) as abstract as the "ideal leisure state concept," however, it has the virtue of allowing for the integration of several domains, i.e. psychological, social, physical, in a matrix with work, leisure, life maintenance and spiritual activity, thus suggesting a more holistic, multifaceted approach. It suggests that leisure counseling deals with observable behaviors in the above domains rather than dwelling on some difficult to define philosophical realm such as "leisure well being."

Since the focus is on observable behavior, the above concept makes it possible to operationally define "minimal" and "optimal" functioning. The continuum between minimal and optimal is conceived as an "ideal construct" into which all possible classifications would fall. Where an individual or group of individuals might be placed on this continuum

FIGURE 1

CONCEPTUAL MODEL FOR COMPARING THEORETICAL ORIENTATION IN LEISURE COUNSELING



can be determined by the persons subjective judgment or by some objective criteria derived from normative data. In either case, the specific variable or multivariables would need to be operationally defined and specified.

The second most important concept in the model being presented is the notion of "dependence" and "independence." While it may not always be possible to objectively draw some arbitrary mid-point between minimal and optimal functioning in a behavioral sense, it should be possible to measure individual dependence and independence. If a person perceives themselves as being capable of reaching their own optimal level of functioning without help or assistance by a trained expert, or if the institutions of society perceive the individual to be capable, then that person would not be a candidate for any form of intervention aimed as altering his/her level of functioning. This would be true even if the person had some recognizable disability. If on the other hand, the individual perceives himself as being incapable, or if the institutions of society perceive him as being incapable, then he would be a candidate for some form of intervention even if there is no evidence of disability, dysfunction or maladaptation in terms of observed behavior. It perhaps should be pointed out that sometimes there is a discrepancy in judgment between the individual and the institutions of society, just as there may be discrepancies between judgments made by various institutions or groups of individuals. Consequently, one must always be prepared to set forth the standard employed in deriving the cut-point between dependence and independence. Also, the criteria implicit in the standard must be made explicit in order to determine the nature of the intervention. One must also be prepared to accept the fact that judgments change over a period of time. What may be regarded as a disabling condition or situation at one point in time, may not be at another.

This leads to the third major component of the model. This component attempts to present the range of possible interventions interrelated with the independence and

dependence consideration. It is recognized that very few people would fall at either extreme end of the continuum. Most people will fall somewhere in between.

One of the major research needs will be to improve the methods and technology used in objectively determining the location of the individual on the continuum at any point in time. Assuming that this research problem can be solved, and that reasonable accuracy can be established in the assessment of individual need based upon measurable behaviors, the central question then becomes one of determining the modality for intervention.

In the current parlance of leisure and recreation programing theory, it is possible to identify three primary levels of intervention. The first level would be prescriptive and would be associated with the minimal functioning dependency end of the continuum. The second level is not prescriptive, but is goal directed facilitation. This implies greater mutuality between the individual and the service deliverer or the client and the counselor. The third level has been identified as programmed opportunities. Here the service deliverer may make determinations about individual and/or group needs, and simply make resources available. This would be the most non-directive approach associated with the optimal functioning independence end of the continuum.

The three levels of intervention can be associated with four major service delivery approaches. They are: 1) Treatment or therapy which is identified with some form of prescriptive intervention; 2) Guidance, which is usually associated with goal directed facilitation; 3) Education, which is also associated with goal directed facilitation but usually places more emphasis on skill development, and 4) Programmed opportunities which is usually associated with facilities and/or resource provision.

The last component in the model is concerned with drawing a distinction between what we call therapeutic recreation and general recreation. While some may establish the demarcation line at a different point on the continuum, it is the position of this paper that the line should

be somewhat flexible with some degree of overlap. A primary purpose of therapeutic recreation is to promote optimal functioning and client independence through programs of planned intervention designed to achieve individualized objectives. When that purpose is accomplished, the therapeutic recreation process is (and should be) terminated. This process of termination should involve a structured program of aftercare and followup. It is in this area of transition that therapeutic recreation and general recreation overlap.

The purpose of general recreation is to provide programs, facilities, resources and environments that make possible the recreative experiences—experiences characterized by Gray (1972) as feelings of mastery, achievement, exhilaration, acceptance, success, personal worth and pleasure. While this purpose is not in conflict with desired outcomes promoted by therapeutic recreation, neither is it central nor primary. Therapeutic recreation, as an aspect of the health delivery system may be viewed as a service sanctioned to engage in systematic interventions designed to promote and/or facilitate change. General recreation, as indicated by Sessoms, does not carry that sanction from the public.

The final question to be answered by this model is concerned with where leisure counseling would fit, and more specifically, where the contemporary authors might fall.

You will note on Figure 1 that each of the contemporary authors has been plotted on the diagram in accordance with his general philosophical orientation to leisure counseling. The editors of this book take responsibility for the assigned placement. The determination was made after analyzing each author's written materials in accordance with the variables addressed by the diagram. The authors are invited to use the model as a reference point to guide further debate concerning philosophical and/or theoretical views.

It is the opinion of the editors of this book that leisure counseling, as it is conceptualized and practiced today, should not be promoted as a new discipline or professional service independent from existing delivery systems. As a

methodology aimed at bringing about behavioral changes in those persons recognized as being in need of expert counseling and guidance, leisure counseling should continue to be promoted as an aspect of therapeutic recreation and/or other recognized occupations sanctioned to provide therapeutic interventions.

As a methodology not concerned with altering or modifying behavior, but more concerned with facilitating leisure experiences, leisure counseling could be promoted as a service of general recreation. One would have to question, however, if leisure counseling would be the appropriate label to characterize this traditional function of park and recreation professionals.

While the position has been taken that leisure counseling should be carried out by those occupations sanctioned to provide therapeutic services, it need not be carried out as an institution-based service as is the case with most clinical and treatment oriented programs. It does follow, however, that the same procedures, precautions and protections afforded a client in a clinical environment should be guaranteed the recipient of leisure counseling services.

This means that only those persons with professional training and appropriate competence and clinical accountability should be authorized to provide the service. At the present time we have not identified those competencies, we have not developed methods for measuring them, nor have we developed training programs to provide professional preparation for practitioners. Persons who represent themselves as leisure counselors are doing so on their own authority and do not enjoy the sanction of any recognized professional group.

Often times the public at large is intentionally or unintentionally misled into thinking that they are receiving and/or contracting for a service from a qualified practitioner representing the park and recreation field. These misconceptions must be corrected and steps must be taken to meet the needs of further professional development in leisure counseling.

Summary

The time has come to establish some philosophical and theoretical boundaries around the emerging field of leisure counseling. The conclusion of the editors of this book is that leisure counseling, as a corrective, remediative or restorative intervention, should be a component of service restricted to the therapeutic recreation field and/or other occupations sanctioned to provide systematic interventions designed to promote and/or facilitate change. Leisure education, avocational counseling, individual recreation guidance and planning may be provided by persons with general training in recreation and leisure service occupations.

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APPENDIX I

The following reports represent the most critical component of the National Forum on Leisure Counseling. While the papers presented earlier were comprehensive, they served only as catalysts to the discussions which took place in the small work groups. It was in these groups that the various issues were not only presented, but were also disected and debated. The discussions were often very heated, yet it was through these face to face encounters that greater understanding of leisure counseling was obtained.

Following the presentations of the papers, the groups were assigned the following tasks.

1. Critique presentations and develop discussion questions relevent to group's assigned tasks.
2. Clarify group's assigned issues.
3. Develop position statements on assigned issue.
4. Develop recommendations for further actions.
5. Present report to larger group.

The discussions with the presentors and with each other lasted well into the evening and continued the next morning. The groups were then asked to present a report of their conclusions and recommendations to the larger group. Those reports, which follow, should not be viewed as refined papers, but should be examined for their content. The ideas and questions that were presented by the groups were invaluable in the formulation of Chapter V.

Group A:

Discussion of approaches to leisure counseling.

Participants:

Gerald O'Morrow (Facilitator)
Lee Stewart (Recorder)
George Wilson
David Henderson
Virginia Frye
Takeshi Imai
Angie Anderson

Yvonne Washington
Ellen Burke
George Patrick
Corlis Tucker

Group Report:

The overall theme or issue which seemed to be present throughout our discussion was the need for identification of competencies required of anyone providing leisure counseling.

1. Is there consensus within the park and recreation field concerning the term leisure (recreation) counseling? Is there a difference between the terms leisure counseling, leisure education, recreation counseling, avocational counseling, etc.? Should the field attempt to formulate or adopt a single definition, or would such a step be considered premature?

There appears to be a consensus in the use of the term leisure counseling, not necessarily because it is the most appropriate term, but because it appears to be the term most commonly used. In addition, there is definitely a difference between the terms "leisure education" and "leisure counseling." These differences appear to be in the orientation of leisure counseling (i.e., McDowell, 1978, Neulinger, 1979) and in approaches yet to be identified in leisure education. Recreation counseling and avocational counseling are not necessarily different than leisure counseling, but are terms not commonly used at this time. Moreover, we do not think there needs to be a single definition at this time, but the elements involved in leisure counseling need to be identified and defined. Also, leisure counseling needs to be viewed as a dynamic aspect of our profession, as the term leisure counseling may change as the profession evolves.

2. Who are the target populations of leisure (recreation counseling)? Should leisure counseling be concerned with the leisure needs of all mankind, or should it be delimited to a specific client population? Which populations? Who determines if a person is in need of leisure counseling?

Leisure counseling should be available to everyone.

Ultimately, the consumer needs to determine the need. In some instances where the individual is unable to be responsible for himself or herself, a professional or significant other may need to make the initial decision.

3. *Is leisure counseling a process or service? Does a distinction between process and service have significant implications for definition and terminology?*

Leisure counseling is both a process and service. It is viewed as a process by the professional and a service by the consumer.

4. *Is leisure counseling (service and/or process) an appropriate domain of all human service professions or is it exclusive to recreation and/or therapeutic recreation? What is the primary rationale for limiting or establishing leisure counseling as an exclusive service of any one or more professional disciplines? What advantages or disadvantages result from interdisciplinary involvement in leisure counseling? What approaches (facilitation techniques) are appropriate to leisure counseling? Should there be any limitations (parameters) established concerning the appropriateness of any given technique?*

Leisure counseling is an appropriate domain of all human service professions, but we feel the park and recreation profession has the opportunity to be the leader in this area; likewise, it is our responsibility to educate and offer assistance to other human service professions and our own. At this point in time, there appears no basis to designate one profession as solely responsible for leisure counseling. However, there is a definite need to identify and validate competencies. Moreover, there are definite strengths in being interdisciplinary, and the advantages greatly outweigh the disadvantages. In addition, the approaches associated with leisure counseling have yet to be defined, however, the knowledge of the leisure counselor and the needs of the consumer determine the facilitation techniques. Lastly, the limitations can only be established when competencies have been determined and techniques established.

GROUP B: Discussion of Training Needs in Leisure Counseling

Participants:

Larry Allen (Facilitator)
Mick Stewart (Recorder)
Shirley Bushell
Jerry Jordan
Helen Mills
Barbara Sanchez
Sharon Taylor
Helen Finch
Jerry Singleton

Group Report:

There are many divergent views regarding the concept of leisure counseling at this point, and also many divergent definitions reflecting those views. It was the group's belief that avocational counseling and recreational counseling are component parts of the broader concept of leisure counseling. It was also felt that there is a definite distinction between leisure counseling and leisure education. Deciding on the distinguishing characteristics of leisure education and leisure counseling, however, was quite difficult. The following represent some of the group's ideas concerning the distinguishing characteristics.

Leisure education is basically instructional in nature, an imparting of knowledge, preventative and contributing to general growth process. Leisure counseling, on the other hand, is a facilitative process. The person or a professional has perceived a need. The person may come to you willingly expressing a perceived need or you as a practitioner or professional may see a need within an individual that you are working with and you may refer that person to a leisure counselor, leisure facilitator, or whatever term is finally used. Thirdly, there may be an outreach approach, which might occur when you offer both activity programs and leisure counseling services.

A minority view within the group felt that the basic differences between leisure counseling and leisure education were the intensity of the interpersonal relationship and the goals for leisure education and leisure counseling were different.

The target population of leisure education is the population at large, all mankind. We felt that everybody would benefit from a leisure education program, recognizing that we have not clearly defined such a program. Most individuals with perceived leisure needs would be the target population for leisure counseling. Again, we come back to the perceived needs as opposed to the population at large.

Leisure counseling can be and is both a process and a service. We felt leisure counseling is a process when it is used within the scope of a larger profession, such as therapeutic recreation, to assist the individual toward his total integration into the community. Leisure counseling, however, is a service in that it utilizes a variety of processes to assist individuals in the identification and the resolution of problems which hinder the individual's leisure functioning. The distinguishing factor is that leisure counseling is a process when it's a sub-role of a larger role, and it's a service when it's a primary role of the profession, realizing that the process is a part of that service.

Our major task was training and we spent the vast majority of our time on training. It should be pointed out that we are only talking about leisure counseling here, not leisure education.

Regarding training itself, we felt that there should be training standard established and within these training standards, first of all, we must identify a specific body of knowledge. From this specific body of knowledge, we should establish competency areas, and we did try to establish some competency areas. Not competencies, but areas in which we thought people should possess some skill.

Competency areas we identified were: knowledge of the sociological and psychological aspects of leisure behavior; life span development (human development through the

life); abnormal development; community resource analysis and development; personality theory; knowledge of instrumentation and assessment; knowledge of group dynamics; communication skills (which would include a perception of affective domain sensitivity, verbal as well as non-verbal communication, self awareness, and self assessment); specific counseling theories, skills and techniques; philosophy of leisure; and perspectives of leisure counseling, which would include an historical overview, some of the existing models, and some of the techniques that have been employed by various people who are practicing this concept at this time.

We also felt that there should be an experential component of the training. We weren't quite sure what form the experiential component should take, but we definitely felt that there should be a very strong experiential component to the total training package.

In addition, it is recommended that further attention be given to resolution of the issue as to whether a sequence of undergraduate-graduate level educational approaches to the didactic and experiential components of leisure counseling is most appropriate. There were many divergent views on the issue in the group with one-half favoring introduction of leisure counseling at the undergraduate level and the other one-half believing that the subject should be reserved for graduate level programs. The thesis in behalf of undergraduate training in leisure counseling was predicted on the fact that therapeutic recreators with bachelor's degrees are being increasingly called upon to provide this service in clinical settings and thus reality dictates introductory training at the undergraduate level.

Finally, it is recommended that steps toward credentialing be considered. We did not feel credentialing procedures at this time are appropriate, but we feel that there should be an attempt to systematically progress towards insuring that only those individuals with appropriate credentials be

allowed to practice leisure counseling.

GROUP C:
Discussion of Research Needs in Leisure Counseling

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David Compton (Facilitator)
Jessyna Upshaw (Recorder)
Gene Hayes
Debby Smith
Roger Garrett
Robert Overs
Andy Weiner
Peter Witt
Sharon Stewart
Tom Skalko

Group Report:

In order to respond to the questions relative to the "phenomena of leisure consumption/facilitation," the group felt that several issues and concerns needed to be more clearly defined; namely:

1) What are the life problems that individuals have?
2) Which of these problems have anything to do with leisure?
3) Do we need to do anything about them?
4) What are the dynamics of the leisure service delivery system?

A conceptual framework for "understanding and exploring the concept of "facilitating leisure behavior" requires a holistic view of the impact of various systems on individual leisure behavior. To more adequately conceptualize leisure and barriers which preclude leisure fulfillment, a list of major problems/concerns was developed by the group as a catalyst for further discussion.

Life Problems	Barriers to Leisure Fulfillment
economic	attitudinal
interpersonal	communicative
time constraints	consumptive
motivation	temporal
complexity	social/cultural
coping with change	economic
stress	health
personal limitations	leisure values and skills
mass communication	
opportunity	
support	
job satisfaction	
role change	

Inherent in the identification, clarification and assessment of leisure behavior is an understanding of the Nature of Man, his wants, needs, and desires and inherent barriers which preclude leisure fulfillment: personal resources (knowledge, values, attitudes); and System Resources (opportunities, skills, knowledge, values, attitudes) which may be utilized to overcome and/or alleviate barriers to leisure fulfillment. A more fundamental area of concern for further investigation/exploration/analysis is the congruence of assumed leisure delivery roles with the goals of leisure service delivery systems, namely;

1) *What is the role of the leisure profession (as opposed to the delivery system) in developing leisure counseling services?*
2) *What is the role of leisure counseling in the total leisure service delivery system? Is it a legitimate aspect of the overall delivery system?*
3) *To what degree should leisure counseling be the approach or choice concerning resolution of leisure barriers and quest for leisure fulfillment as opposed to an ecological approach (Rusalem) that deals with*

connecting, overcoming and remediating some environmental concerns that have the potential to cause leisure problems (i.e., ways that programs are conceptualized and offered—competition and criteria of success, authoritarian leadership styles; lack of choice and access to opportunity).

These three issues deal with essential philosophic and policy issues that leisure service delivery systems must address prior to directing its efforts to defining techniques, methods and outcomes of processes that link counseling and leisure. A key question that evolves from these concerns is:

What is the essential goal of the leisure service delivery system? Should Leisure Counseling be one of these goals or should the system and the profession in particular simply be supportive of attempts to develop counseling processes allied with other service delivery systems (example: health, social services).

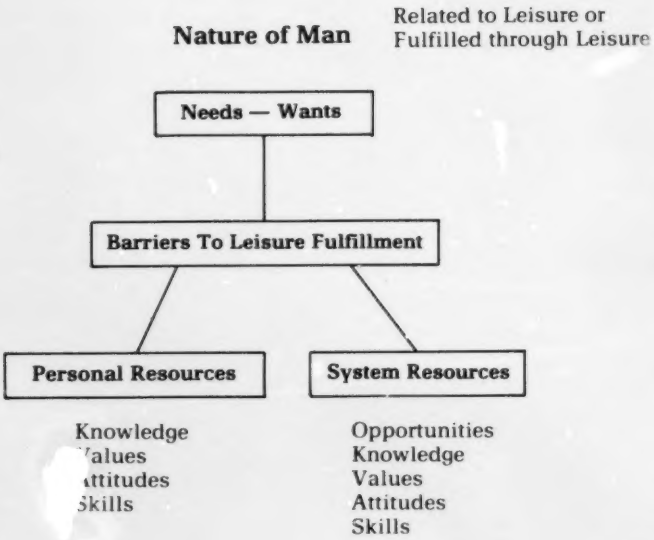
Together, these questions ask the profession to carefully define its parameters of service in community agencies and institutional settings. They also ask us to carefully assess the extent to which the profession should work to ameliorate social conditions that affect leisure functioning as well as working with individuals to overcome barriers to leisure well-being eminating from interactions with an environment that doesn't necessarily offer an atmosphere for maximizing leisure well-being.

In addition, the profession should explore whether its short and long term energies can be best directed toward leisure education processes (in schools, family, and community recreation settings) that will act as preventatives of leisure problems as opposed to leisure counseling approaches which include growth oriented approaches which deal primarily with problems once they have arisen. This issue implies that the profession has limited energies and resources "to be all things to all. . . ." that the basic roots are in the areas of educational leadership and community development and that other professions (psychology,

psychiatry, counseling) can better deal with issues an problems raised by leisure conerns.

We professionals who purport to be committed to the concept of human service delivery, must begin to more systematically investigate the ultimate "effects/outcomes" of our "services/processes or whatever" on consumers/clients.

LEISURE FULFILLMENT MODEL



RESEARCH QUESTIONS

Leisure Service Delivery Systems

1) What is the responsibility of the Leisure Service Delivery System in facilitating leisure development?

   Historically, leisure service delivery systems have provided facilities and programs:
   - Public Subsystems
   - Private Subsystems
   - Voluntary Subsystems
   - Commercial

2) To what extent are physical, fiscal, and human resources utilized?

3) What are the roles and functions of leisure service deliverers in facilitating opportunities?

4) What delivery models exist that affect leisure delivery and the effect of each on consumerism?

5) What are the ethical and legal issues relative to leisure service delivery and in particular facilitating leisure development?

6) Which models are most appropriate for facilitation of various levels of leisure development?

7) To examine the "cost effectiveness of various counseling approaches.

8) To determine the ethical standards in the conduct of research.

9) What are the competencies, roles and functions in facilitating leisure development?

An analysis of leisure service personnel in relationship to meeting the leisure needs.

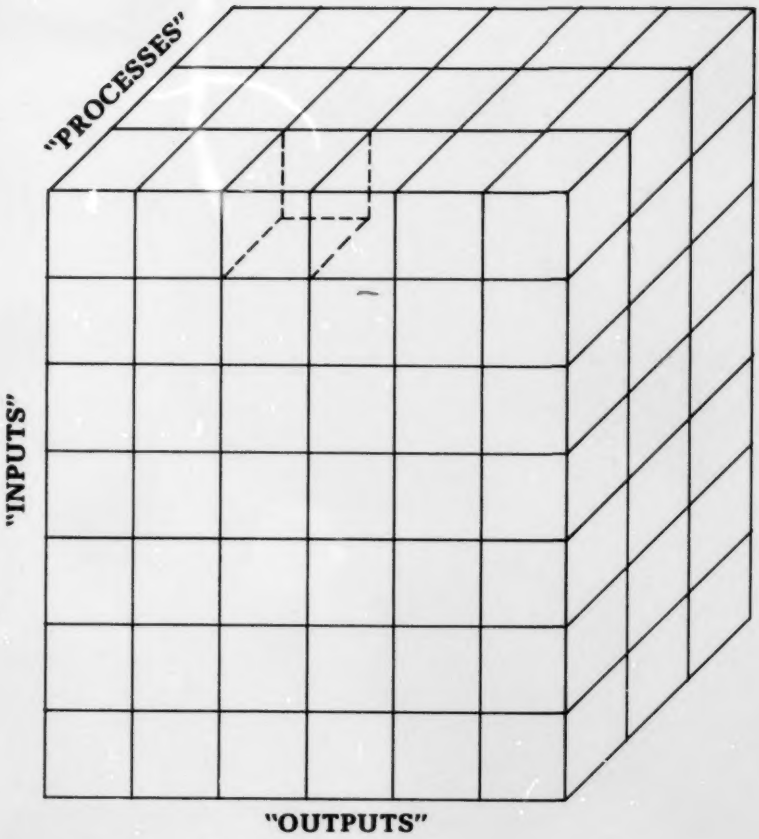
10) Who (what profession) is most qualified to facilitate leisure development?

11) To what extent do the program opportunities affect change in the skills, attitudes, knowledge and values of the consumers?

12) Which leadership styles (counseling techniques) appear to be most effective in developing congruence between desired and actual leisure behavior.

Central Research Questions
For
Facilitating Leisure Development

1) Define "leisure" (operationally). What is the *goal* of leisure?
2) What are the *barriers* to goal achievement (leisure fulfillment)?
3) What are the *processes* for overcoming leisure fulfillment barriers?
4) What *roles, functions, tasks* are needed to carry out these processes?
5) Who should *deliver* these services?
6) What *techniques* should be utilized?
7) How do we *measure* or *assess* goal achievement or outcome?



Paranickel for Research in Facilitating Development.

GROUP D:
Discussion of the Need for Ethics in Leisure Counseling

Participants:

Gerald Fain (Facilitator)
Jimmy Calloway (Recorder)
Arlin Epperson
Kathy Brill
Don Lindley
Glen Van Andel
Margaret Hutchinson
Annette LaFontaine
Tony Restivo

Group Report:

Having to deal with the large and extremely sensitive area of ethics, the group thoroughly discussed those ethical isues which seem most critical to leisure counseling at this time. While there were differences in opinion as to what constitutes appropriate ethical behavior as related to leisure counseling ethical behavior there was agreement on the potential danger to the consumer and the field if measures are not taken to deal with unethical behavior.

In an effort to provide some direction to consumers and practitioners, the group attempted to develop a consumer's guide to assessing leisure counselors. It should be kept in mind that these are only the first steps in this direction and not a finished product.

Consumer Guide to Assessing Leisure Counselors:

1) Leisure Counselors should convey a philosophy as it relates to higher personal leisure well being.
2) Leisure Counselors must use reliable/valid instrumentation in assessing a client's leisure well being.
3) The consumer should assess the Leisure Counselor's awareness of the problems and expect the counselor to demonstrate a sensitivity to the external (environ-

mental) barriers and internal (personal) barriers that limit leisure functions/opportunities.

4) The consumer should investigate the Leisure Counselor's fee structure prior to the initial session and should expect fees/charges to be commensurate with other allied health fields.

5) Consumers should ask about the types of services available from Leisure Counselors (disclosure of services, truth in advertising); for exampie, assessment methods and procedures, evaluation methods and techniques.

6) The Leisure Counselor should possess a healthy leisure state (modeling) while personally progressing toward the leisure ideal.

7) After the initial session, the Leisure Counselor should give the consumer some notion as to the anticipated length of treatment.

8) The Consumer should investigate the types of approaches, strategies, techniques, and methodologies of the Leisure Counselor and should fully expect the Leisure Counselor to identify and discuss the above concerns so that the Consumer can make a choice based on his/her own needs.

9) The Consumer has the right to expect the Leisure Counselor to interpret in terms understandable to the client the assessment procedures and results. The Counselor should also be expected to inform the Consumer when treatment appears to be ineffective in improving his leisure well being.

10) The consumer should have the right to investigate the Leisure Counselor's "history" before submitting to counseling, i.e., educational training, special training related to assessment tools, experience, successes with other clients/consumers.

Leisure Counselor's Credo

We believe in the right of all people to have dignity and support for development and self determination. We believe that leisure counseling may enhance the quality of life and well-being of all persons. We believe that those involved in leisure counseling must strive to be conscious of the values, rights and uniqueness of the individual and avoid exploitation of persons because of our own needs or self interest.

APPENDIX II
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